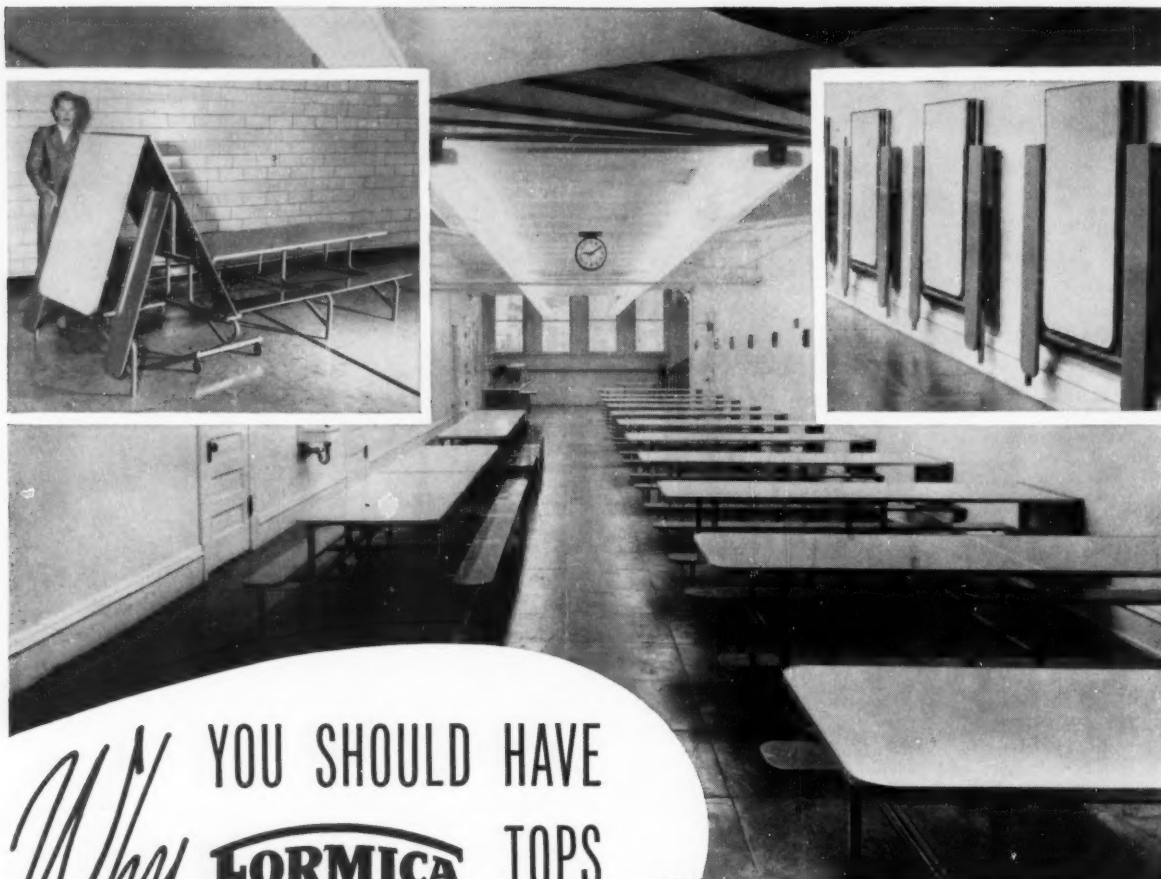


The **School Executive**



FEBRUARY 1955

How parents are helping in school libraries
—page 52



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The School Executive

FEBRUARY, 1955

CONTENTS

EDITORIALS	Preview for March	5
	The Secondary School Plant of the Future	7
	Keynotes—Comments on the Educational Scene	9
GREEN SHEET	Programs for School Board Improvement	19
	Teachers' Salaries and the Cost of Living	21
SCHOOLS IN ACTION	What Should Colleges Teach?	47
	How to Hire a Teacher	50
	Parents Like Library Work	52
	Obstacles to District Reorganization	54
	Why Teach Economics?	56
	Buffalo Educators Call a Town Meeting	58
	Schools and Public Responsibility	60
	Consider the Environment	61
	An Insidious Plot!	66
	High School Seminar for Three	68
SCHOOL PLANT	School Plant News and Views	11
	Britain Builds Prefab Schools	70
PLANNING SECTION	Northwest CPEA—Aims and Results	74
	Who Forms School Policy?	77
	Who Discusses School Affairs?	79
	Political Participation in the Community	82
	How Do School Boards Determine Policies	84
NEWS	Spotlight—News of the Educational Field	86
	Washington Scene	122
LUNCH	We Use Food to Improve Group Relations	135
DEPARTMENTS	Letters to the Editor	13
	Conference Calendar	116
	State Conferences	118
	Professional Library	130
	New Product Reviews	141
	Audio-Visual Aids	180
	Manufacturers' Catalogs	184
COVER	Marmaroneck, N.Y., parent holds story-telling hour in school library	

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February, 1955

Preview for March

The special feature in the March issue, which will reach you in the midst of the regional meetings of the AASA, will be a 32-page portfolio announcing and describing the winning entries in *The School Executive's* fourth annual competition among architects for better school design.

The laymen-oriented Green Sheet will include a timely article on inservice programs for the improvement of educational administration, authored by Robert Van Duyn of the Kellogg Foundation.

The Planning Section describes some of the projects carried on by the New England Cooperative Program in Educational Administration.

Other articles: Robert Hopper of Michigan State and Robert Bills of the University of Kentucky examine the qualities of successful administration as determined through interdisciplinary research . . . a Michigan superintendent tells about a unique public relations experiment in which parents became "teachers for a day" . . . a New York superintendent writes about the best age to begin children in school . . . a description of basic policies for internship as worked out at the University of Maryland . . . a Schenectady CCPS member tells how to obtain a favorable response on a bond issue.

There's lots of meat; take time to digest it.

Sincerely,

Walter D. Cocking, Editor

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AS I SEE IT

by Helen D. Gekker

The Secondary School Plant of the Future

AMERICA's attention during the next 25 years will be directed primarily at secondary schools as far as new educational plants are concerned. Within that time the vast majority of communities will each build one or more new buildings to house their student youth.

These structures, which will cost billions of dollars, will continue in use for 100 years or more. The question is, will they be planned and designed so that they provide good solutions to this particular housing problem. The answer will be found in the character of educational planning which is done and in the quality of architectural interpretation of such planning.

There is one point of agreement about secondary education today and that is that it will be different—and needs to be—from what it has been in the past. Hence, secondary school plants need to be different from those we have known; yes, different from those we have today, if we assume they were designed to house the current program of the secondary school.

One thing is sure: the secondary school plants designed during the first half of this century cannot well house the youth and their programs for the next fifty years.

THERE ARE many indications that educators, and Americans generally, feel that the secondary school requires basic attention. A few examples may be in order. The AASA in 1947 devoted its yearbook to *Schools for a New World*. The Educational Policies Commission in 1944 produced one of its most important pronouncements in *Education for All American Youth*. The same year the National Association of Secondary School Principals published the widely discussed and used bulletins "Planning for American Youth." The U.S. Office of Education in 1947 set up the famous Committee on Life Adjustment Education for Youth. Many states and communities have had committees studying the needs of youth and proposing programs to meet these needs better than the traditional secondary school program seems to do, one of the most noteworthy of which was released last December by the Board of Regents of New York State. The Commission, known as the Regents Council on Readjustment of High School Education and composed of eighteen outstanding laymen, entitled its report *The Schools We Need—Now and for Tomorrow*.

Also, psychologists and anthropologists are giving

scholarly attention to the nature of adolescence and the unique characteristics of adolescents. In the December issue of this magazine Dr. Donald Snygg presented a thought-provoking article on this subject titled, "High School Student—1954 Model." Prepared primarily for laymen, it should be given careful consideration by professional educators as well.

Thus, the characteristics of youth and the objectives and program of the secondary school are being given new study and careful consideration. Such activities lay the framework for good educational planning and architectural design of the needed secondary school plants. It remains for every community to organize itself for such studies in the light of its local situation. When done well, a community can be assured that its new secondary school plant will meet its needs.

CERTAIN TRENDS with respect to new secondary school plants constructed during the past five years are beginning to appear. For example:

The site is larger and its development is being planned to provide space for many purposes. The average-size site for a secondary school in 1953 was almost 40 acres.

The typical building is one story in height. Undoubtedly the single story has come about for several reasons: the one-story elementary school is now widely accepted; from considerable evidence we can conclude that the one-story building is more flexible to use than a multiple-story plant; it is a *safe* building; and, as many communities are finding, it is actually cheaper to construct.

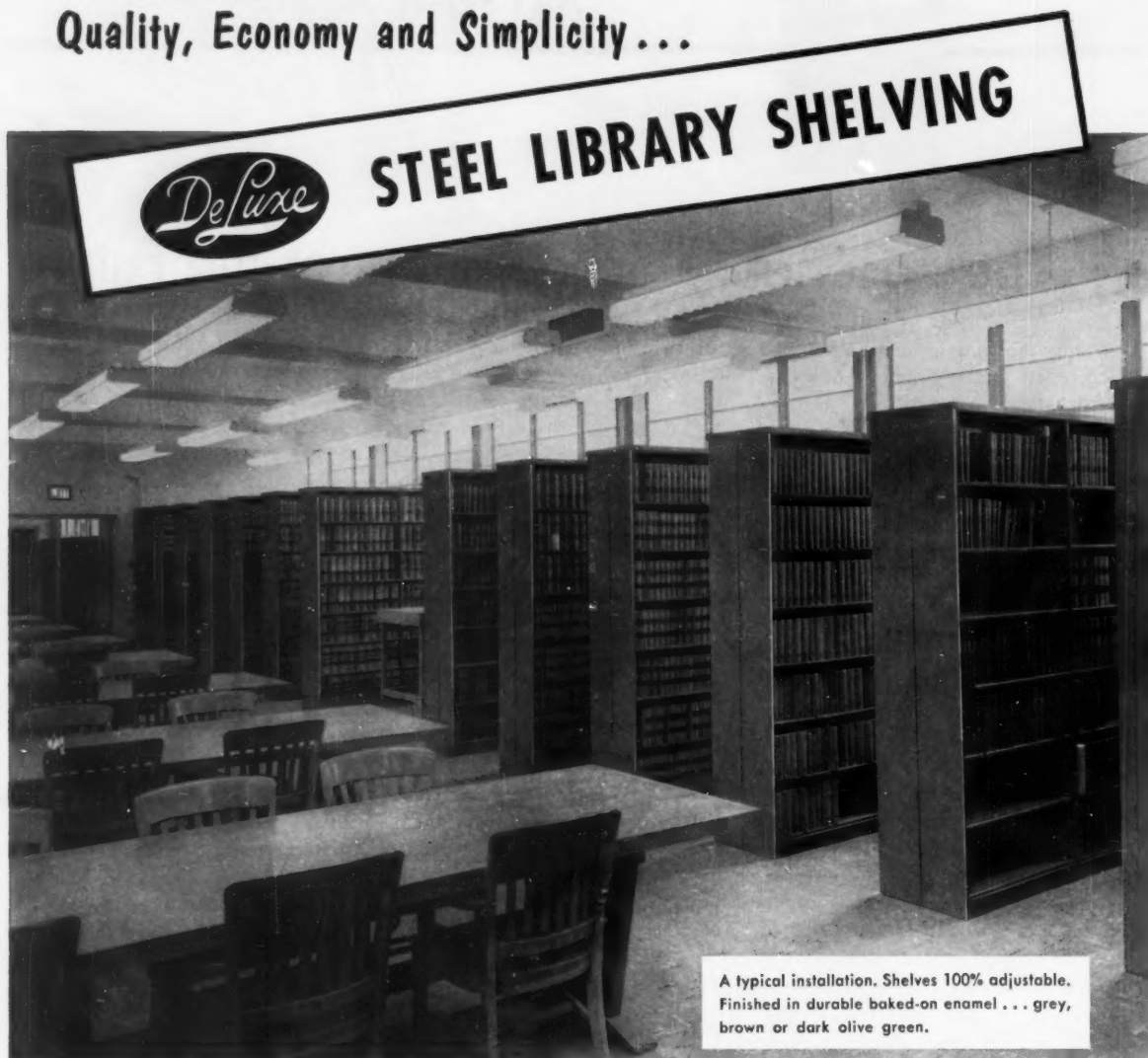
The majority of the new buildings have non-load-bearing interior walls which are easy and inexpensive to move as space needs change, thus facilitating considerable space flexibility.

Some of the new buildings provide space specially designed for *people* in contrast to space primarily for *subjects*. Lunchrooms, student centers and faculty lounges are illustrations.

Much remains to be done. Continuing study and research are necessary. Architects, educators and the public must be open-minded. New ideas and possible solutions must be welcomed and given careful study. As I see it, the secondary school plant of the future can become as unique in its design as the American secondary school is in its scope and purpose.

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KEYNOTES

comments on the educational scene

Harry J. Linton

DECEMBER, 18, 1954, was a dark day for American education. On that day Harry J. Linton, superintendent of the Schenectady, New York, school system, died of a heart attack. He was struck down in the very flower of his manhood and while at the height of his professional value and vigor.

The educational profession considered him one of the outstanding school administrators of our times. He was held before young administrators as the ideal they should strive to become. His counsel and help on professional issues and problems were eagerly sought and unselfishly given.

He was an outstanding citizen in his community and state. He was a devoted husband and father. Above all, Harry J. Linton was a Christian gentleman.

He gave himself to many activities which he believed could result in better schools and better communities. One of his great contributions in recent years was to the organization and development of the New York State Citizens Committee for the Public Schools. For the past several years he was a valued member of the Advisory Board of Editors of THE SCHOOL EXECUTIVE.

Harry J. Linton will be greatly missed, but all who knew him will be better because he lived.

Congratulations!

THE COUNCIL ON READJUSTMENT of Secondary Education in New York State has made recently its report to the Board of Regents. It is a history-making document. The title of the report is *The Schools We Need—Now and for Tomorrow*, and it can be obtained through the New York State Department of Education.

The Council was composed of eighteen outstanding laymen drawn from all walks of life. The able chairman was Mrs. James W. Kideney of Buffalo. The report represents the considered and unanimous judgment of the Council after four years of continuous study.

Undoubtedly, it will have great influence in the shaping of secondary education in the years ahead.

Associated for what?

EDUCATORS GENERALLY HAVE watched with approbation the growth in strength and activity of the National School Boards Association. The parallel re-awakening and vitalization of state associations of local school boards has likewise enlisted the support of educational administrators.

American citizens have every right to ask, "School boards associated for what?" To exercise political pres-

sure, to take universal stands on controversial issues, to formulate "recommended" policies regarding education, to bring about uniformity in points of view?

Local school boards associated to study education, to equip their members with the understandings and abilities necessary for good school board membership, to get at the facts on both sides of controversial issues, to exchange information and experience—these purposes certainly merit the warmest support. By all means, let us have associations of school boards, organized to protect and enhance the keystone of free public education in our country—local trusteeship of educational welfare.

L. D. HASKEW, Dean
College of Education
University of Texas
Austin, Texas

The Ruml report

THE NATIONAL CITIZENS COMMISSION for the Public Schools issued two important bulletins in December. One is entitled *Financing Public Education in the Decade Ahead*. The other is *How Do We Pay For Our Schools?*

Financing Public Education in the Decade Ahead is a summary of the studies made by the Commission's Committee on Public Education Finance. Its chairman was Beardsley Ruml, business leader, economist and educator. The central theme of the report is that "the financing problem (of our public schools) is a problem of policy, not of resources." The report's strength and value lies in its marshaling of relevant fact so that "he who runs may read."

One more word—the report is only nine pages long. Others with the responsibility for producing reports on education please copy.

Dr. Morgan retires

JOY ELMER MORGAN retired as editor of the *NEA Journal* on December 1. In his 34 years as editor, he was known by hundreds of thousands of teachers and friends of education throughout the world. His influence for better schools and a better teaching profession cannot be measured in quantitative terms alone.

He stimulated greater pride in teaching. He encouraged many to rise above themselves. He brought about greater understanding of schools and teaching. He was an inspiration to fellow editors. Most of all, he was and is a great person.

THE SCHOOL EXECUTIVE joins in expressing to Dr. Morgan its appreciation of his work and wishes for many more years of happy and fruitful life.



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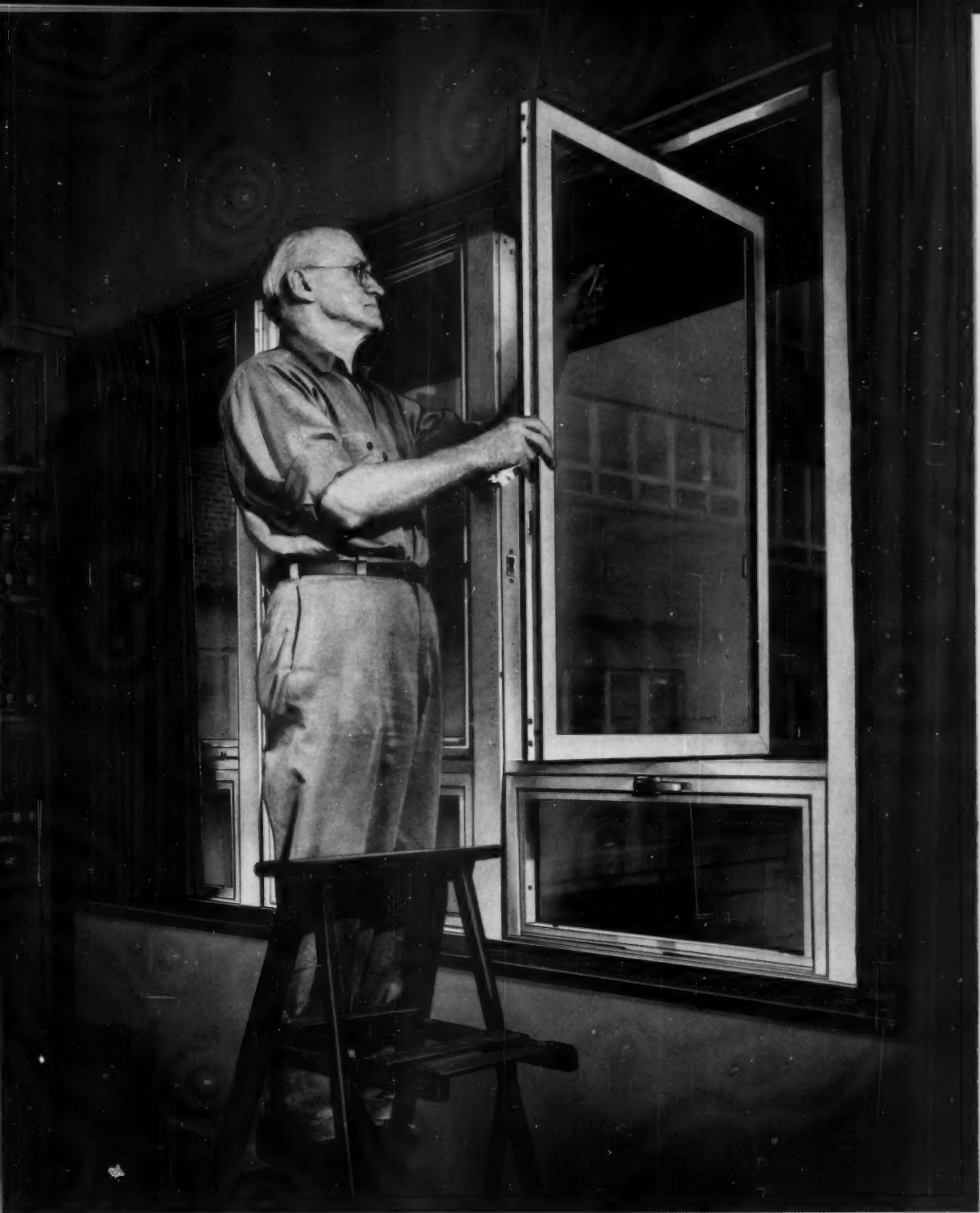


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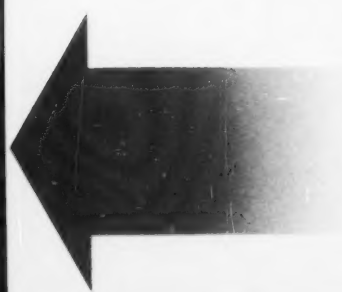
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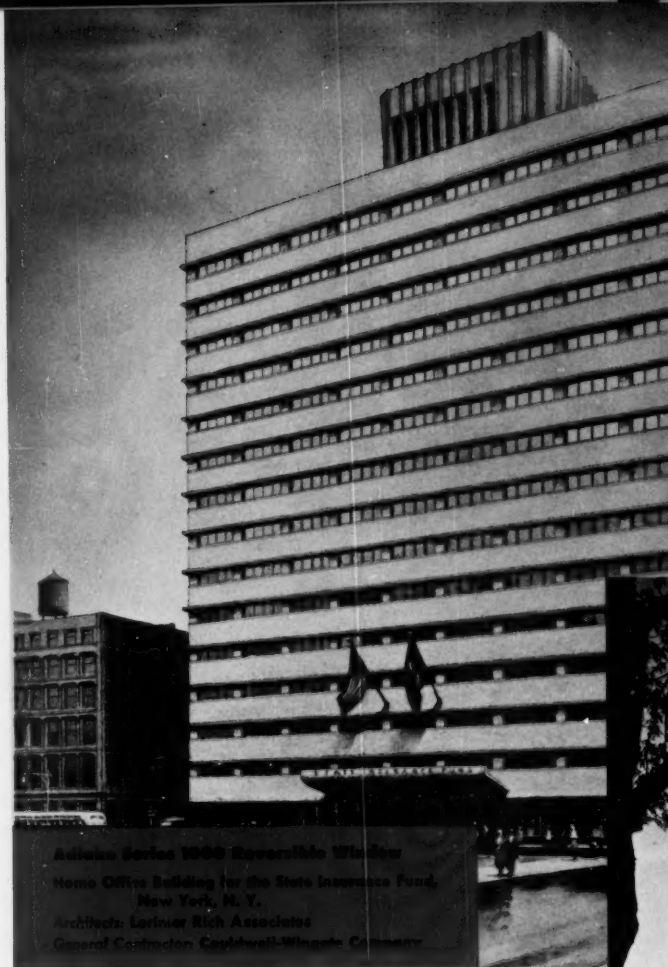
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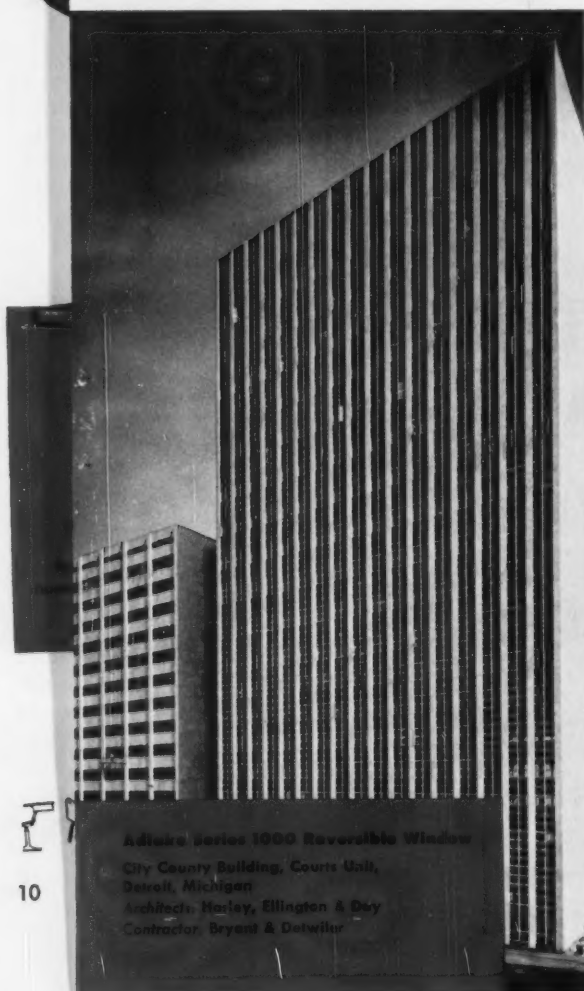
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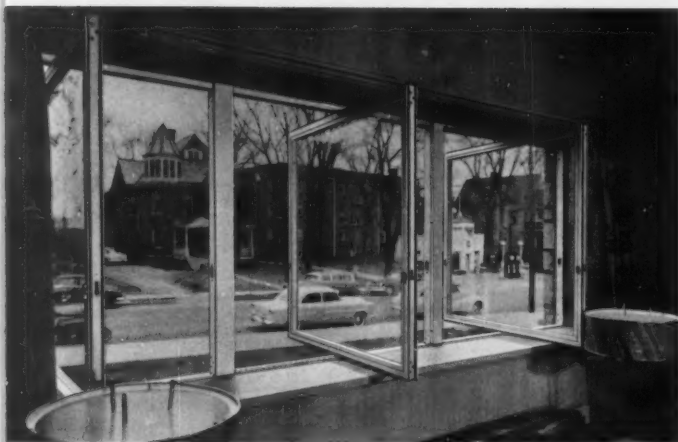
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 Architects: Office of W. C. Jones, Jr.
 Consulting Architects: Samuel Hannaford & Sons
 General Contractor: Hansen Construction Company

Adelco Series 1000 Reversible Window
 Rockford Memorial Hospital, Rockford, Illinois
 Architects: Hubbert & Highland,
 Perkins & Will
 General Contractor: Security Building Company

Adelco Series 2000 Reversible Window
 Industrial Insurance Co. of America, Chicago, Illinois
 Architects: Heest and Murphy
 General Contractors: George A. Fuller Company

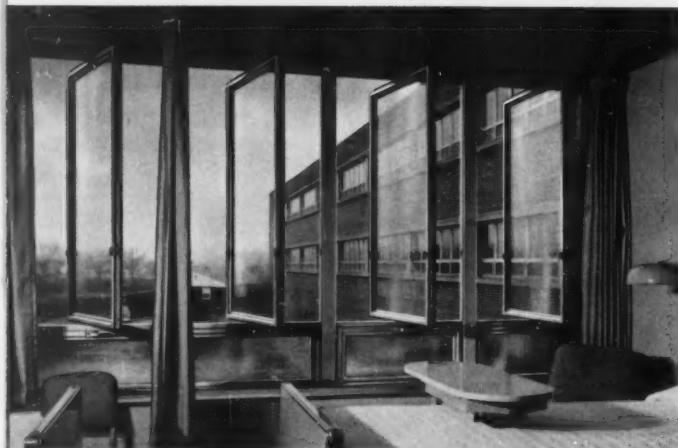
Adelco Series 2000 Reversible Window
 The Alcoa Building, Pittsburgh, Pennsylvania
 Architects: Harrison & Abramowitz
 Associate Architects: Mitchell and Shieff,
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 General Contractor: The George A. Fuller Co.

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The Adlake Series 2000 Reversible Window

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SCHOOL PLANT

News & Views

Schenectady Plans School On Basis of Youth's Needs

Adopting as their goal the satisfaction of the ten imperative needs of youth, the Comprehensive High School Committee of Schenectady, New York, spent nearly three years setting down in manual form the general and special education requirements as the basis for planning and designing their new high school building.

This 62-page manual, illustrated with many sketches, is the most consistent effort to translate needs of youth into practical program and building implications. Available from New York Public Schools, 108 Union Street, Schenectady, N. Y.

Self-Contained Classroom On Exhibit at NYU

New York University has installed in its Press Annex Building the self-contained secondary classroom unit designed for maximum use of audio-visual materials. This permanent exhibit was first displayed at the ninety-second NEA convention in New York City.

Recent School Designs On Exhibit by AASA

The American Association of School Administrators' School Building Architectural Exhibit, featuring designs of selected school buildings constructed since 1950, will be on display at each of the three 1955 regional conventions of the AASA.

The conventions will be held February 26-March 2 in St. Louis, March 12-16 in Denver, and April 2-6 in Cleveland.

Demountable Classroom Experiment Tried

William F. Clark, director of business services, Newton, Massachusetts, describes an experiment at Newton's

Franklin Elementary School to add four pentagonal-shaped classrooms constructed in such a way that they can be inexpensively shifted to another site should the need arise. Mr. Clark states that this addition is not the usual "temporary" structure.

The building was approved for state aid on an amortization not to exceed five years.

"How-To" Pamphlets

Forecasting School Enrollments, a Guide for School Administrators and Laymen, covers factors affecting enrollment and the obtaining of data. The 30-page pamphlet is available from the Metropolitan School Study Council, 525 West 120 St., New York 27, N. Y.

Setting Up an Effective and Eco-

nomical Maintenance Program for Schools and Institutions gives inspection data and includes sample forms to be used. Comprised of 7 pages of text and 18 inspection and control guides, it is available from Tremco Manufacturing Company, Cleveland.

Portable Playground Used in Cedar Rapids

A playground consisting of such equipment as swings, see-saws and ladders and mounted on a trailer is driven up to areas in Cedar Rapids, Iowa, to provide recreational facilities for children who have no permanent play space.

When the children are through, the playground is folded up and driven away to another area.

IBM Installs a Triple-Duty Classroom Wall



New three-way wall, recently installed in the conference room at International Business Machines Corporation's New York City Training Center, serves as chalkboard, magnetic flannel board, and screen for projectors. Cost is less than \$5 per square foot. Light gray most suitable color.



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LETTERS

to the editor

Negro Teacher Shortage

TO THE EDITOR: While I have yet to finish the most interesting January issue, there is one conclusion made by Mr. C. A. McKnight which I wish definitely to challenge (*The Desegregation Ruling*, page 82).

This conclusion has been drawn so often and is so broadly held that it throws out of perspective one facet of the school segregation problem. The erroneous conclusion is this: that "there is no shortage of Negro teachers in the South."

The Board of Trustees of this school district has established standards which would include more than 70 percent of graduates of teacher education institutions throughout the nation, that is, the proportion who would be eligible for a South Carolina Grade A certificate.

Despite the fact that our beginning teachers are among the higher paid in the state, and despite the fact that conditions here are generally rather favorable, we were able to fill only one-fourth of vacancies in Negro schools with Negro teachers who met district standards. We began our search early and made inquiries from Virginia to Georgia.

There is a definite shortage of qualified Negro teachers in the South. There is, of course, a supply of teachers with substandard credentials.

The school board which is attempting to provide qualified teachers for all children is embarrassed by the public reaction to such statements as that of Mr. McKnight.

L. C. McARTHUR, JR., Supt.
School District No. 1
Beaufort, South Carolina

BROTHERHOOD WEEK



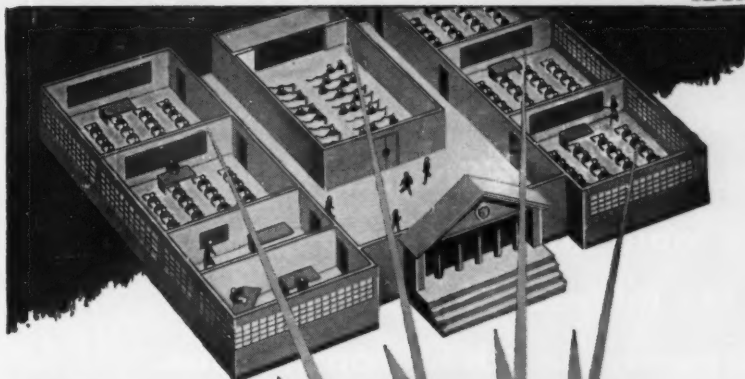
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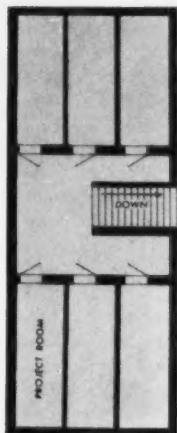
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OUR SCHOOLS

what the citizen wants to know about education

Board member selection has been too lightly considered, board responsibilities too little understood . . . a look at some tried and recommended remedies

Programs for School Board Improvement

by MORRIS STAPLEY

*Assistant Dean, School of Education
University of Indiana, Bloomington*

IT IS NOT an accident that postwar America has become increasingly concerned with the qualifications of individual board members and with the effectiveness of local school boards. Strong lay leadership is now thought to be essential in overcoming public apathy toward schools, in developing better communication between the schools and the public, and particularly in solving the critical school and teacher shortage problem.

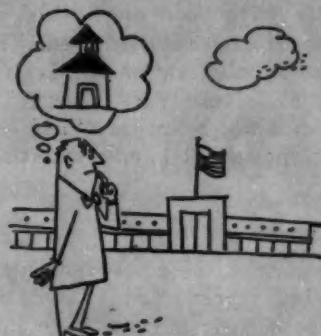
One reason for the gulf which has developed between the public and the public schools has been the failure of school boards to establish effective relationships between the school staff and the public. Administrator-board relationships have not always been wholesome. Some boards have permitted administrators to determine school policies whereas others have interfered with the executive function of the superintendent. The school staff and the public have sometimes been ignored in the planning process. Boards



have appeared anxious to work behind closed doors.

The schools, in attempting to provide a broader and richer program, have become highly complex, and have not succeeded in their avowed efforts

to keep their public informed. Critics have voiced honest doubts concerning the evolving modern school, both because it differs from the school of



their childhood and because the million teachers in our classrooms have not uniformly understood and kept abreast of developments. Others, less interested in public schools at public expense, have unhesitatingly misrepresented the status and progress of public education. In these situations, school boards have often been silent.

Severe shortages are the most recent critical problem. Whereas schools have not yet secured income adjustments to match the increased costs brought about in a changed economy, they are now faced with the prospects of a doubled pupil population. Operating budgets must be vastly increased. The need for expanded school facilities places an additional strain on an already inadequate finance structure. The colleges and universities have no hope of graduating, in the foreseeable future, as many qualified teachers as will be required.

There is a growing realization that the task of selecting qualified board members has been too lightly considered, that many members have had little experience to help them understand their new responsibilities, and that too little organized effort has been made to improve the

school board operation. Fortunately, several organizations are making constructive efforts to improve school board effectiveness.

The National Citizens Commission for the Public Schools, primarily concerned with stimulating citizen interest in education, has published *How Can We Help Our School Boards?* as a working guide for informing citizens of the school board's role and helping future members to prepare themselves. The American Association of School Administrators devoted its 1946 yearbook, *School Boards in Action*, to a statement of the role of school boards, and will publish *The School Board and the Superintendent* as its 1956 yearbook. More significantly, perhaps, that Association has been in part responsible for the creation of the Cooperative Program in Educational Administration which, through its various centers on university campuses, has been restudying the preparation of prospective administrators. In these programs, new concepts of superintendent-board relationships have been emphasized, and some action research has been conducted. The work of the Midwest Administration Center (CPEA centered at the University of Chicago) produced several studies which are certain to have strong influence on the selection and orientation of board members.

State school boards can help

Concurrent with these developments has come the rise to importance of state school board associations whose basic purpose is to improve the performance of local boards. These organizations will also play an important role in solving educational problems statewide in character. Most of the states now have such associations, although some are new and as yet relatively weak. The National School Boards Association—a federation of state associations—could be the master key in the school board association movement if it finds ways and means of financing the program its leaders have projected.

School board associations are likely to become our strongest lay forces in the struggle to maintain and improve public schools. Composed of locally selected officials legally in control of schools, they are in a position to understand educational needs and to present these needs forcefully and from an unbiased viewpoint. Theirs is likely to become a convincing voice in legislators' ears. Leaders of the state associations, studying together in work conferences—as they have done thus far on two occasions—learn lessons from each other, and will do much to stimulate nationwide efforts to understand and solve the problems of public education.

Two questions appear now to be relevant: In what ways do local board members need help?

and In what ways can they best get the help needed?

The assistance that is needed is indicated by the questions that newly-selected board members ask: How has the board operated? With what activities is the board chiefly concerned? What is the condition of the school system with respect to finances, facilities and personnel? What is my proper position when I am approached by an individual with a complaint, or by a group with a special request? What are proper relationships between a board member and the superintendent, teachers, patrons and citizen groups? What are my legal responsibilities? To what extent should I concern myself with policy decisions, administrative details, evaluation or other activities? What developments are taking place in education? How does our school system compare with others? Is our school adequately meeting pupil needs? What do we do when extremists want to warp or wreck our school system? What responsibility do we as a board have for providing the State Board of Education and legislators with information concerning the needs of schools? Where can board members and boards of education get help when they need it?

Some new board members do have intelligent answers to these questions. A few are sure they have all of the answers. Others aren't aware that



there are questions that need answering. The vast majority, however, are eager for orientation and assistance designed to improve the effectiveness of school boards. The alert school superintendent and his staff can provide some of the information needed. Experienced board members can give suggestions and advice. A few educational periodicals, although written primarily for administrators, are effective aids for board members.

Manuals help answer questions

The help which cannot be easily provided by local board members and the superintendent must come largely from agencies outside of the community. An orientation manual which answers questions common to new board members, a handbook dealing with laws and regulations governing

their work, and other publications based upon research and investigation and prepared especially for board members can all be of great value.



Perhaps the greatest help which can be given the freshman board member, however, is to ar-

range for him to work and study with representatives of other communities. Nothing else is quite so effective in developing the board member's understanding of his responsibility for the education of all of the state's children, and particularly for stimulating him to think of educational needs and problems objectively. Repeated experiences of this type help him to disentangle emotions, prejudices and educational needs. Such experiences also give him confidence in himself and pride in his dedication to public education.

Subject only to the limitations of his personal capabilities, he will emerge as a lay leader who—in partnership with the professional educator—can have tremendous influence upon the character and quality of American public education.

Teachers' Salaries and the Cost of Living

HAROLD F. CLARK,

*Economic Analyst,
Teachers College, Columbia University*

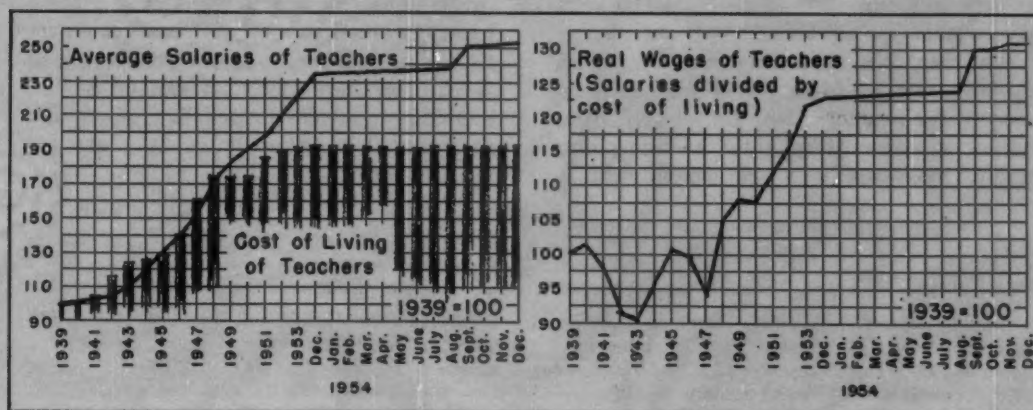
THE economic condition of teachers continues to improve slightly. The index of real wages of this professional group was 131.2 in December. In November, the index was 131.0 (1939=100.) The cost of living of teachers has become relatively stable. However, it does continue to advance very slightly.

The consumer price index, prepared by the United States Department of Labor, has been

slightly declining recently. The index of the cost of living of teachers, on the other hand, has shown a slight tendency to continue rising. The difference is caused largely by the situation in food prices, which have dropped slightly in recent months. The item of food is somewhat larger in the budget of the average city worker than it is in the budget of teachers.

Several of the items important in teachers' budgets have continued to rise. Rents are going on up, health and medical service and educational services have shown a tendency to rise. In general, however, the cost of living of teachers has been relatively stable.

With the index of real wages of teachers at 131.2 in December as compared with November's 131.0 (1939=100), the economic status of this professional group continues to improve. Their cost of living continues to advance slightly, although remaining relatively stable.



Several recent studies have predicted a further shortening of the work week within the next decade. Already, the average factory worker is working less than 40 hours a week. There are many reasons to think that the working day of millions of workers may drop to 35 hours, or less, within the next ten or fifteen years. Many of these will take second jobs.

What about taking
a second job?

The second job for some will include much the same kind of work as their first. Normally, the second job would be for a substantially shorter period of time than the first. In far more cases, however, the second job will probably involve doing a different type of work.

It may well be that the factory worker will build his own house, grow some of his own food, repair his own heating equipment, or fix his own automobile, as part of his second job. Whether he builds his own house or whether he builds somebody else's house during his second job, he is adding to his actual income.

Much of the movement of the worker to fix things for himself grows out of the shorter work week and the better tools and equipment available for his own use. This movement can be extended indefinitely. It can reach the point where the worker is doing a large fraction of the work in building and repairing his own home, producing his own food, fixing his own equipment and taking care of his transportation. This would provide a very great increase in his income.

Does this affect
employment?

The worker is still going to spend what money he has, so there is no fear from the standpoint that there will not be enough jobs for everybody. In other words, the worker will not reduce jobs because he is not spending his money. He will still spend his available income. The only thing is that he will have far more. He will have what he produces himself, and also what he buys with his income.

This movement has spread so widely through the industrial and business world that it must be considered for teachers also. But clearly, complications of a major order enter at this point. Presumably, most teachers are officially on a

work week of something around 30 or 35 hours. A large fraction, in addition, spend from five to ten hours more on the job. Certain recent studies would indicate that, in many parts of the country, a large fraction of the male teachers are already working at second jobs.

Unfortunately, from the standpoint of the efficiency of the teacher, very little is known about the relation of this second job to the quality of the teaching. If the second job is carefully planned, if it is adequately done, it may well help the teaching activity.

If, on the other hand, the second job is taken just to earn more money, it may greatly reduce the efficiency of teaching. One of the important tasks that needs to be done in many school systems is to find out what kinds of second jobs are desirable from the standpoint of teachers.

What type of job
for teachers?

It may well be that much activity of the "do it yourself" type, which has become so common with factory workers, will be highly satisfactory for teachers. This, however, needs to be investigated and not taken for granted. If teachers are indoors for their first job, perhaps they need to be outdoors on their second job. In all cases, the second job should be planned so it will assist the quality of teaching and not detract from it.

Some teaching jobs require a great deal of additional work, far and beyond the normal work week. What adjustments, if any, should be made in regard to these jobs? In addition, some teachers will prefer to put in many extra hours on school work, in the hope and expectation that they will receive fairly rapid advancement and, indirectly, get their pay for the extra hours in this manner.

Much of the work pattern of America is going to be changed in the next generation, because of the rise of a second job for a large fraction of workers. The same factors that will cause millions of other workers to take a second job will cause many teachers to do likewise. If the second job is handled properly, it can be a great addition to the efficiency of the school system. If it is handled improperly, it can be a very great handicap to a well-run school. Here is a situation that should be investigated by every school administrator in the land.

Next Month: In-Service Programs for Improvement of School Administrators—Robert Van Dyn

No. 123. Reprints in quantities of ten or more may be purchased from *The School Executive*, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: \$1.00, for 12 months: \$10.00; 25 copies for 1 month: \$2.00, for 12 months: \$20.00; 50 copies for 1 month: \$3.00, for 12 months: \$30.00; 100 copies for 1 month: \$5.00, for 12 months: \$50.00.

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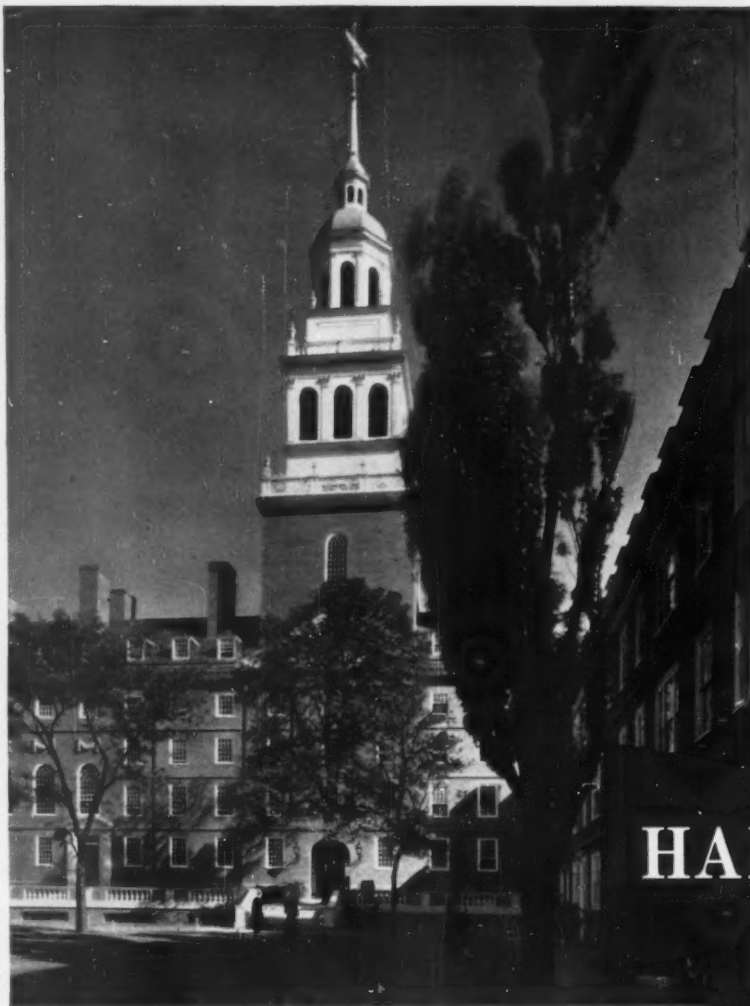
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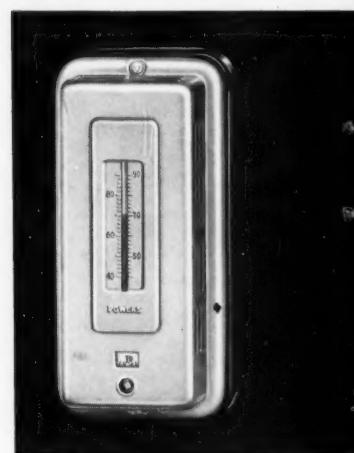
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4



- 1 DUNSTER HOUSE, on the Charles River
- 2 MCKINLOCK HALL
- 3 VANDERBILT HALL
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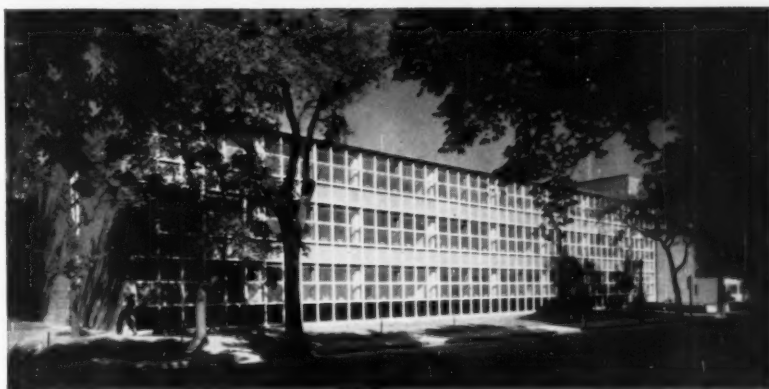
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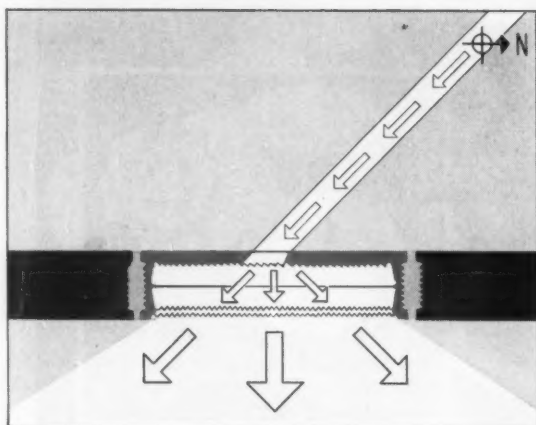
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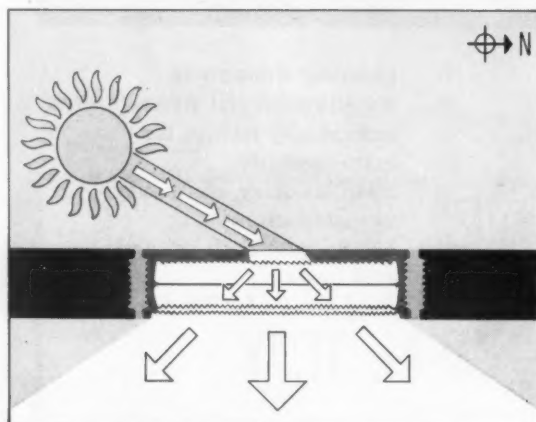
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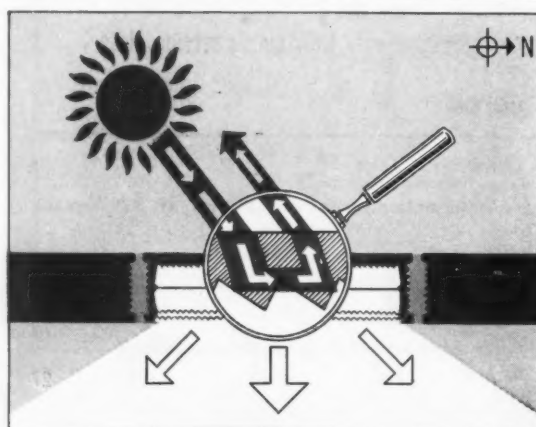
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Accepts winter sun

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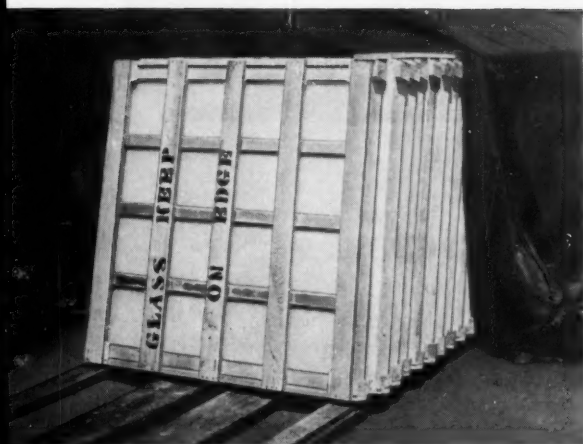
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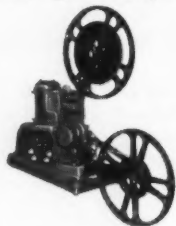
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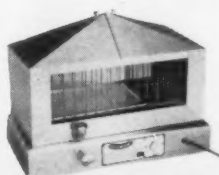
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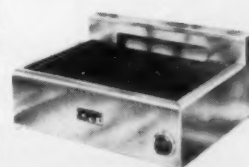
Cold Drink Machine MANLEY ICE-O-BAR



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- ☐ Please have your representative call. I understand that there is no obligation on my part.

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School

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Three R-W Deluxe FoldeR-Way Partitions in the Riverside-Brookfield High School, Riverside, Illinois permit completely integrated use of floor space. Partitions make possible two small gyms; one large gym; auditorium; and swimming pool with area for spectators. Schmidt, Garden & Erikson—Architects.

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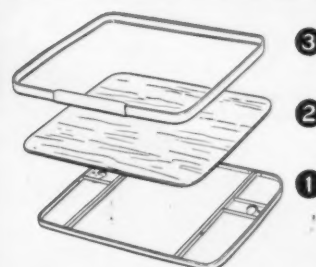
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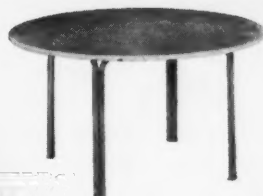
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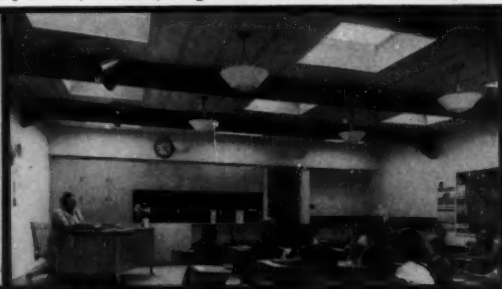
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CREDITS: Scotts Valley School, Yoncalla, Oregon. Architect: Norris M. Gaddis, A.I.A.

"...artificial lighting not necessary
even on darkest days"



with WASCOLITE SKYDOMES

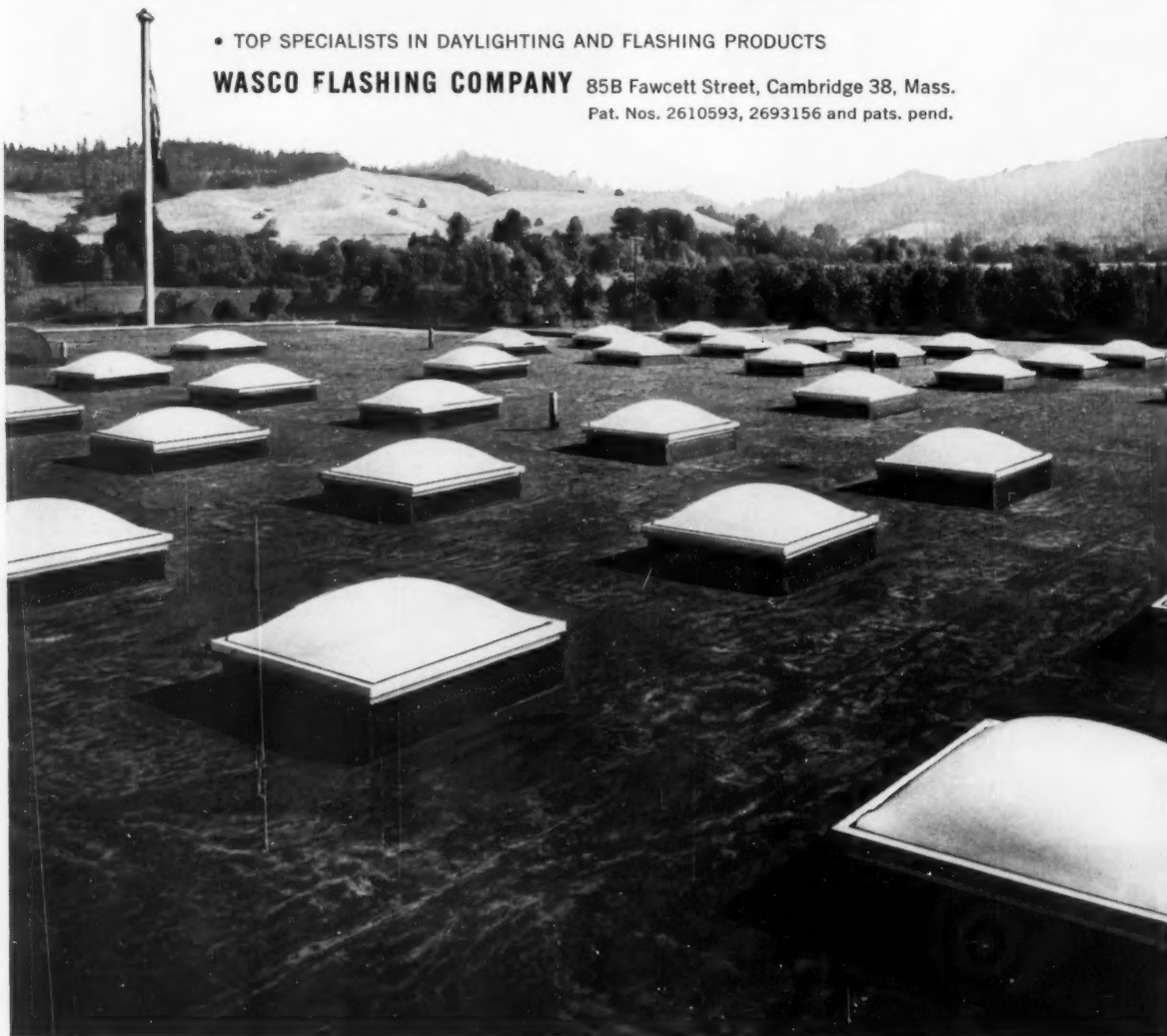
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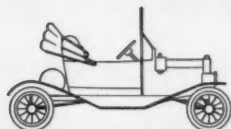
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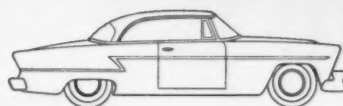
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Brunswick advanced-design furniture encourages the creative use of classrooms by teacher and student. Pieces shift in a matter of moments—change place or function. A child can easily move them.

Each unit is almost incredibly adaptable! Interchangeable panels and shelves give cabinets new dimensions with a twist of a screwdriver. Chairs and desks change arms, add storage space just as easily! **PIECES ARE NEVER OUT-DATED** because flexible-function

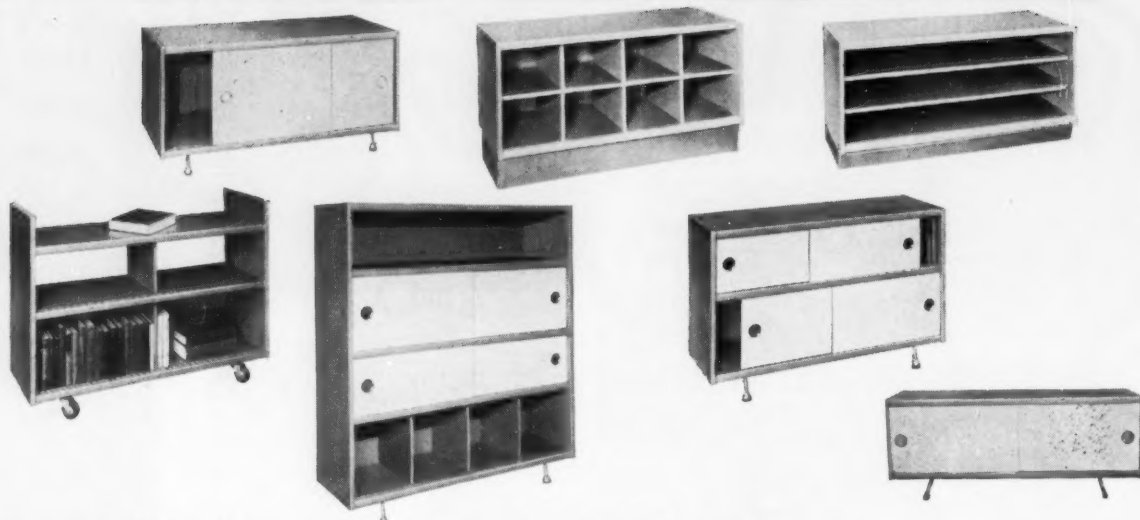
designing lets them change as conditions change, as teaching methods change!

Knockdown construction permits minimum space for storage, minimum costs for shipping. Interchangeable parts mean less to buy, less to ship, less to store!

Look through these pages to see the exciting advances in design that Brunswick brings to the schoolroom... send for the complete catalogue to learn full details about the whole of this revolutionary line!



See Brunswick furniture at the AASA regional conventions—St. Louis, Denver, Cleveland!

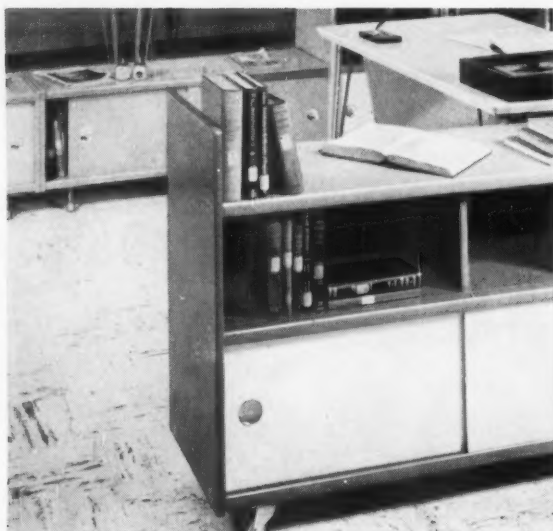


Brunswick brings a new concept to the classroom . . .

Versatile, Flexible, Colorful

replace costly built-ins . . .
give storage space new
mobility, new usefulness!

Here's classroom furniture that's as ready for change as the children who will use it—*mobile, multi-purpose and durable!* As activities require different work and play areas, cabinets move easily and quickly to form countless room arrangements. Use basic one, two or four shelf units, alone or in combination. Interchangeable panels and shelves, plus a revolutionary simplicity of design, make for quick and easy assembly. *All parts may be disassembled, interchanged and reassembled to make other units as the need arises.*



The new idea in cabinets provides supplementary work surfaces! Brunswick Cabinets may be used as work surfaces without worries about youngsters' treatment . . . the topmost surface of each unit is doubly protected with a rugged melamine plastic for positive resistance to ink, clay and paint. And they bring color to the classroom! Select

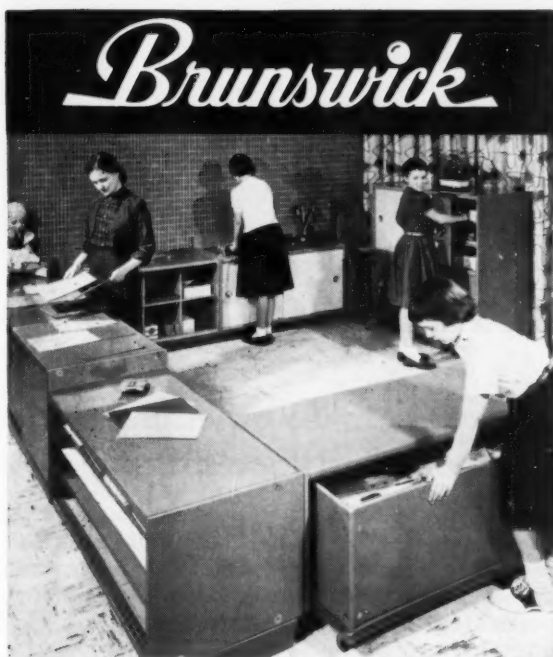


sliding door panels in coral, blue or yellow . . . complemented by the rich sage grey of the cabinets. Fresh and appealing! And, when color schemes change in the classroom, doors can be changed just as easily . . . or taken off altogether! The 15" deep shelves offer plenty of storage room, and yet give easy accessibility at all times.



Classroom Cabinets

Sink • Toy Bin • Paper Cabinet
Deep-storage shelving and cabinets



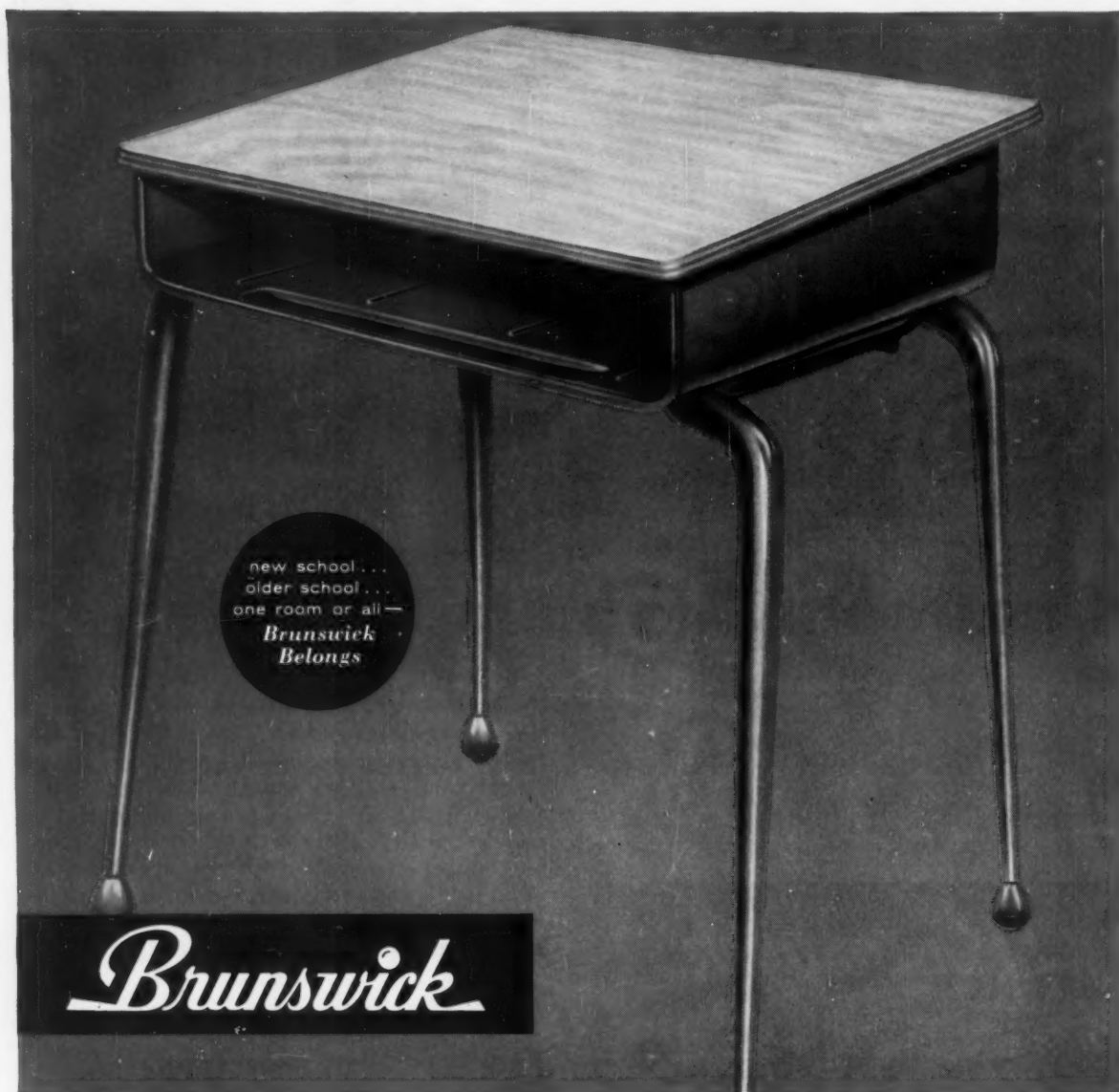
Storage space is put to work—effectively! Brunswick cabinets make ideal room dividers—add extra work surfaces. An important principle in construction, the honeycomb core, treated for durability and sandwiched between layers of strong, tempered hardboard, gives high strength-to-weight ratio, built-in lightness.

February, 1955

These newest additions to the Brunswick classroom line offer you many advantages! A cabinet with built-in stainless steel sink! A 4-wheel toy bin with its own cabinet! Paper cabinet with full 26" depth, to accommodate large drawing papers! Storage cabinets and shelves with new 22" depth to give roomier storage, even greater work surface space! All, accurately made, standardized in construction—ready to install! Movable at will—only the sink needs permanent installation!



See Brunswick furniture at the AASA regional conventions—St. Louis, Denver and Cleveland!



Flexible-function designing



Brunswick's stacking desk takes advantage of every inch of school-room floor space!

Brunswick's new stacking desk combines plenty of room for book storage with easy mobility—a dream-come-true for creative teaching! Desks may be arranged in groups or rows in a matter of moments. For times when activities demand open space, desks stack out of the way easily, as shown. Rubber bumpers underneath keep tops safe from scratches.

The new, fresh room arrangements possible with Brunswick stacking schoolroom desks make every inch of floor space work at top efficiency—important in new or older schoolrooms!

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benefits student and teacher

**A Brunswick desk brings new ease,
new organization to lighten a teacher's task!**

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Whether you're considering one new desk or a pace-setting room, send for the free Brunswick catalogue, and discover school furniture that's designed to keep pace with the future—and priced so you can have it now.

*See Brunswick furniture
at the AASA regional
conventions—St. Louis,
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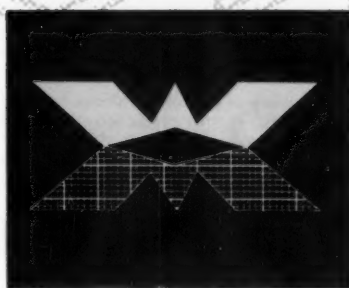
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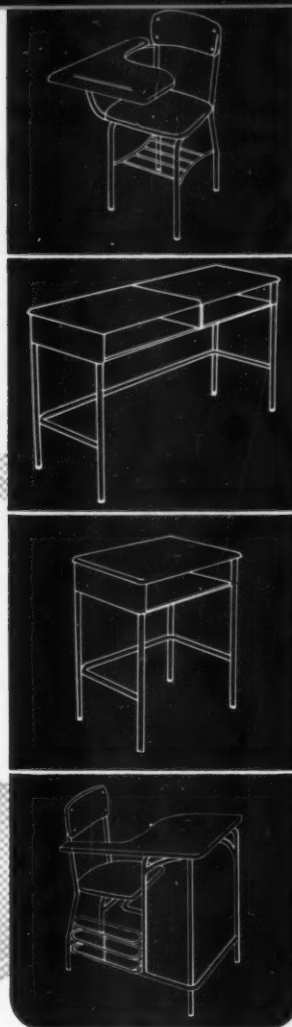
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As an administrator or school official, when you buy seating you usually look for these 5 things: quality construction, economy, durability, easy maintenance and attractive appearance.

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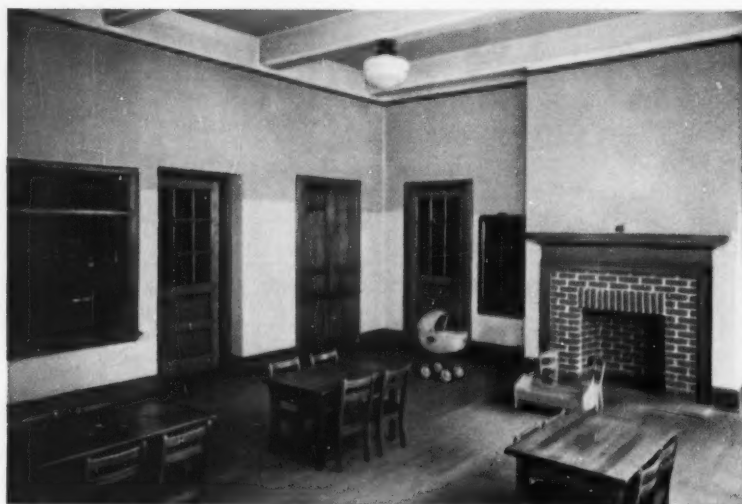
Pittsburgh

Two-year study of 2,500 pupils in Baltimore elementary schools presents convincing proof that correctly planned color environment improves behavior and performance traits of pupils.

TEST SHOWS STUDENTS MADE GREATEST IMPROVEMENT IN SCHOLASTIC ACHIEVEMENTS

- Examination of averages for seven performance traits of students in Grades III to VI in COLOR DYNAMICS test school shows that greatest improvement was made in traits dealing with scholastic matters.

Trait	1949-50	1950-51	Difference	% Improvement
Social Habits	3.130	3.311	.181	5.8
Health Safety Habits	3.279	3.526	.247	7.5
Work Habits	2.832	3.038	.206	7.3
Language Arts	2.645	2.922	.277	10.5
Arithmetic	2.554	2.771	.217	8.5
Social Studies	2.862	3.223	.361	12.6
Art-Music	2.976	3.274	.298	10.0



Kindergarten classroom used in Baltimore school experiment before repainting.

COLOR IN CLASSROOMS, used according to Pittsburgh COLOR DYNAMICS, materially improves the academic work of students. A two-year study in Baltimore public schools has produced substantial evidence that color environment has a favorable effect on behavior and performance traits.

This Baltimore project was conducted by the Psychological Laboratory of The Johns Hopkins University's Institute of Cooperative Research. Three elementary schools were included in this experiment.

Complete scholastic and attitude records were kept on all children. At the end of the first year of the test, two of the schools were repainted. One building was decorated in the standard manner for all Baltimore schools. Another was decorated according to COLOR DYNAMICS. The third was not painted because its records were used as a basis of comparison with the others.

During the test approximately 20,000 report cards were tabulated and studied. Definite upward changes in behavior and scholastic traits were noted in the school painted according to COLOR DYNAMICS. Kindergarten pupils showed 33.9 per cent improvement, almost five times greater than the next best school. Students in Grades III to VI showed improvement of 8.9 per cent in performance traits in the COLOR DYNAMICS school. This compares with improvement of 0.5 per cent in the conventionally painted school and a decline of 2.7 per cent in the school that was not repainted.

Summary of the observations based on the 20,000 report cards would seem to show that the COLOR DYNAMICS school had 18 per cent fewer "poor" pupils, while the other two schools showed an increase of such students.

Why not try COLOR DYNAMICS in your school—and see the difference that planned color environment can make in academic achievement and teaching efficiency ratings.



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COLOR DYNAMICS®

Helps Pupils Get Better Marks!



Kindergarten classroom used in Baltimore school experiment after it was repainted according to COLOR DYNAMICS.

**"These Clear Results Should Interest Every Educator,"
Say Psychologists Who Conducted Experiment!**

● **"We have been convinced** for some time that color and its dimensions (hue, value and chroma) influence human behavior. We have felt certain of the advantages to be obtained from the use of scientifically controlled color in a school environment.

"Nevertheless, we are pleasantly surprised to see such amazingly clear results come from this research, since this type of problem is difficult to handle experimentally. These positive results, we feel sure, will be of real interest to educators and all others concerned with the color design of school facilities."

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● We'll be glad to send you a comprehensive book explaining how to use COLOR DYNAMICS. Better still, we'll be glad to make a complete color engineering study of your school or any part of it, without obligation. Call your nearest Pittsburgh Plate Glass Company branch. Or mail this coupon.



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- ☐ Please send me a FREE copy of your booklet "Color Dynamics for Grade Schools, High Schools and Colleges."
- ☐ Please have representative call for Color Dynamics Survey without obligation on our part.

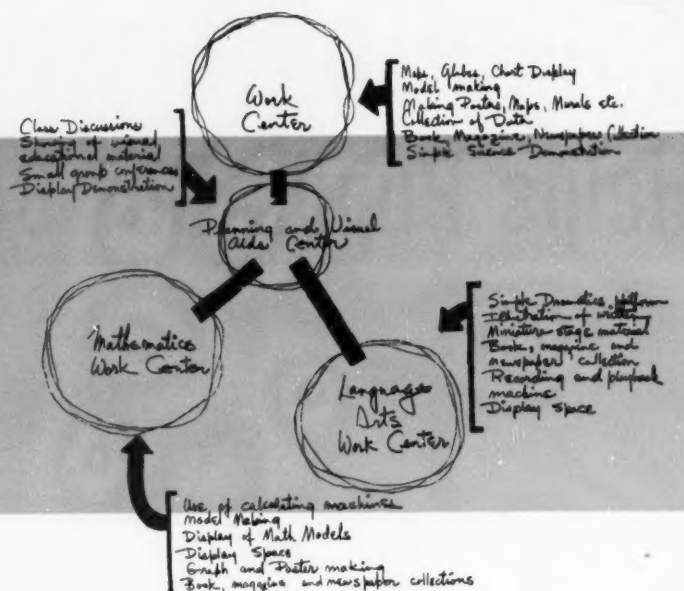
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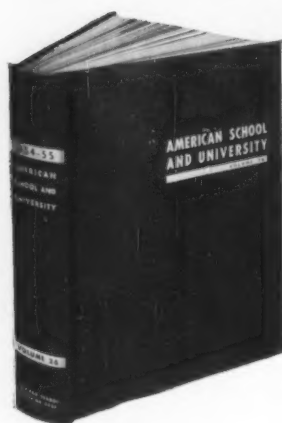
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 700 photographs, drawings and sketches. \$5.00 per copy (plus postage). (We pay postage on orders accompanied by payment).

For basic thinking concerning the kinds of activity in which high school pupils and teachers engage, and their implications for classroom and laboratory design, we commend "Laboratories for Learning" by N. L. Engelhardt, Jr.

"Trends in Educational Spaces in Junior High Schools," by Stanton Leggett, deals in greater detail with emerging developments in junior high school planning and design.

The outstanding excellence of Scarsdale's new Junior High School will be better understood after reading of the planning process that preceded construction in Dean Fogg's discussion of "Staff Planning for Scarsdale's Junior High School."

See these, and the more than 60 articles on school administration and planning, construction, operation, finance and maintenance, which appear in

AMERICAN SCHOOL AND UNIVERSITY—26th Annual Edition.

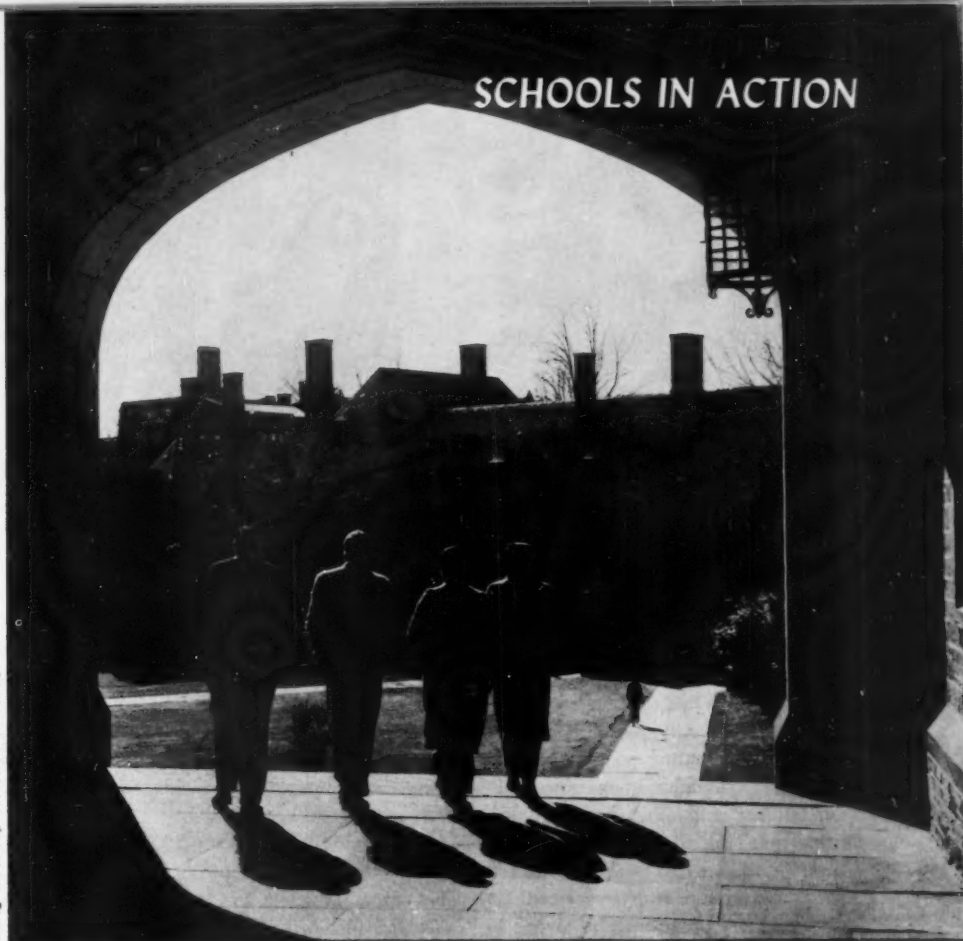
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SCHOOLS IN ACTION

Ewing Galloway—Princeton University



What should colleges teach?

More and more students are attending college . . . should they receive a classical education, or preparation for modern life?

by F. E. HENZLIK

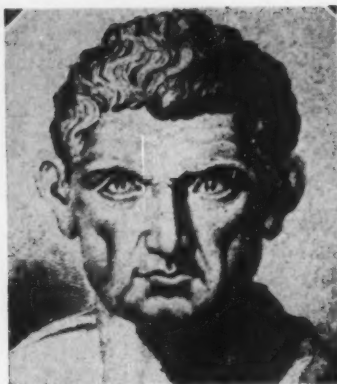
Dr. Henzlik, dean of the Teachers College of the University of Nebraska, based this article on a speech he gave at the 1954 joint meeting of Pi Lambda Theta and Phi Delta Kappa.

ARISTOTLE writing in the fourth century B.C. said, "From the present mode of education we cannot determine with certainty to which men incline, whether to instruct a man in what will be useful to him in life, or what tends to virtue, or what is excellent; for all these things have their defenders."

Finding the answer to the question "What should be taught or provided in a four-year course of college education?" is certainly more complex and confused today than 2300 years ago. A few illustrations will not only suffice to make this clear, but show how difficult it is to agree upon what an adequate and relevant college education should be.

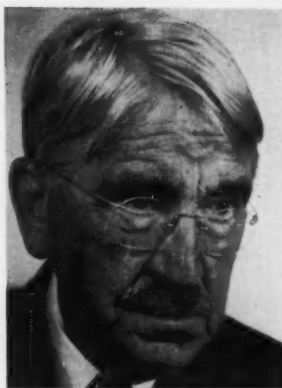
For the past three decades we have been going through a series of crises, one war after another. Millions of people have received training to help win these wars. The special skill programs of the armed forces have been so successful that many people want to take them over as regular programs in both high schools and colleges. However, these programs were geared to war-time needs, war-time objectives, war-time psychology and though they were successful under those conditions, they do not fit our peace-time needs. Their objectives were largely skills and their ends were destructive, not constructive.

For example, after ten years of



Aristotle

Instruct a man in what is useful, or what tends to virtue or what is excellent?



John Dewey

Inquiry and experiment give sufficiently reliable knowledge for our own time.



Robert Hutchins

Prescribes 100 Great Books as the center of all education.

work on nuclear energy, we are still able to produce only machines of destruction. Why? Because we have been thinking only in terms of destruction. Peace time programs stress tolerance, sympathy, cooperation, understanding and other human qualities. You will search in vain for these qualities in the specialized programs of the armed services. To neglect these qualities, however, in our regular programs of education would mean to undermine civilization and make mechanical robots of us all.

Should education be punishment?

The past quarter of a century has witnessed many bizarre theories of college education. Some theories would have us return to the good old days and believe that we are born in sin and that the whole process of education, as well as all progress, can come only by disciplining and reforming the human mind and body by one form of punishment after another from birth until death. Closely related to this theory of college education is the idea that those disagreeable, difficult, and preferably useless tasks in a highly organized, academic subject will discipline the mind and sharpen the judgment. However, this theory of "formal discipline" has little or no support in experience or research.

Dr. Hutchins and his followers identify thought or reason with academic intellectuality and verbal skills in the interpretation of texts.

Therefore, Hutchins says, education everywhere at all times and for all men and women must be the same, and he prescribes the One Hundred Great Books as the center of all education.

Definitions — or inquiry, experiment

One of the common needs is the development of the intellect, but that common need can be achieved or met in many different ways and is not confined to any one program. To prescribe One Hundred Great Books as the center of college education is to over-simplify the matter. Great Books by all means, but why not great pictures, great symphonies, great plays, and other great experiences in our time and world?

Sidney Hook, like Whitehead and Dewey, contends that men, to be intelligent in a modern world, must have an education that prepares them to cope with problems of that world. How best to do this cannot be derived from definitions, but be discovered by inquiry and experiment which may not give absolute or certain truth for all time, but sufficiently reliable knowledge for our own time. This is a far cry from Dr. Hutchins' definite prescribed curriculum of One Hundred Great Books for all men and women.

For many years, colleges and universities never raised questions about objectives. They were centers of culture—reservoirs of learning and training stations for leaders. The acquisition of knowledge and ability

to reason were the goals. Differences of background, interests, and abilities were ignored because, since only the selected few were in colleges, all could be subjected to Latin, Greek, mathematics and philosophy to sharpen and discipline the intellect.

In recent decades, various elements in the traditional curriculum have been questioned and many of the older disciplines were tested and found wanting. Furthermore, the rapid increase of American college enrollments in the last half century—from 283,000 in 1900 to 2,400,000 in 1950, and a prediction of more than 3,000,000 in 1960—is creating a new situation and compelling educators to examine and re-examine their aims and purposes.

Colleges must play a new role today

The rapid increase in enrollment made mandatory a change in the role of higher education from the function of merely selecting the intellectually gifted and transmitting to them the cultural heritage of the past, to the dynamic role of the distribution of education designed to give an all-around development of the individual as a person, and a laboratory training for working actively in some profession and participating in the life of the community. These changes are all efforts at finding the kind of education that meets the needs of the vast numbers who heretofore dropped out after high school, not because they were morons, but because they found little that was rel-



Sidney Hook

Education must prepare student to cope with contemporary problems.

evant to their needs, abilities or interests in the all-prescribed, classical curriculum.

Dr. Hutchins and his followers are very well aware of these individual differences and the diversity and range of abilities of the 2,400,000 students we now have enrolled in higher education. But they have a very novel defense for their special kind of liberal arts program which Dr. Hutchins insists should be required of all.

Democracy makes all men rulers

According to his argument, since every man and woman in a democracy is a voter, he is also a ruler. To be a ruler, he needs the education that developed rulers in the past. This is the educational program the Greeks provided 2300 years ago—the study of Greek, Latin, history, mathematics and philosophy.

While he willingly admits it has never been tried, except in aristocratic societies, Dr. Hutchins says it is the best we have and should be required of all in our society where all men are rulers. Accused in the past of advocating an education irrelevant to the diverse needs of the masses, he contends nevertheless that only those who agree with his program are truly democratic because "To have a strong faith in the judgment of the masses with doubts about their intellect is a paradox."

What is paradoxical, however, is that Dr. Hutchins is trying to

settle on political grounds a fact that has nothing to do with politics. It is one thing to say that democracy rests upon some kind of education. It is quite another thing to say all education in a democracy must be the same and that the content must be identical for all.

Lest I be misunderstood, let me hasten to say that I am not opposed to intellectual training, nor to a balanced program as a relevant liberal arts education. But I do believe that there is no single program—whether it be that of Hutchins, Bestor, Lynn or a dozen others I could name—that is a cure-all for the ills we face in modern education.

One man's education is another's poison

There is nothing magical about a liberal arts program or any other program. My objection to these all-prescribed programs is that they do not fit the needs of American free society. A single glance is enough to show that those programs when used in other countries resulted in a lack of understanding and communication between the masses of common people and the so-called intellectuals or the "upper-crust." History reveals this approach has always led to trouble, misunderstanding, fascism, communism or totalitarianism. Intellectual totalitarianism is no better than social or political totalitarianism. This is not the way to freedom and democracy.

Individuals differ not only in interest, but in ability, background, attitudes and every other way. For one person, one type of education is excellent; for another, the same program is poison.

Many of us teach as if the animating ideas of today were of little or no consequence. We teach our subjects often only for information rather than for the wisdom they provide; we teach facts instead of insights. We often teach history as battles and dates, and we explain historical events by the list of causes that cancel each other out. Under such conditions history becomes sterile and literature becomes a study of form and linguistics and teachers fail to show how the vital ideas of our

time bear on their subject or how their subject is related to modern life. The way to teach literature, history, and the arts is to illuminate them by the light of the best ideas available concerning the nature of man and the community and permit them in turn to provide the flesh and blood that alone will enable these ideas to become truly alive.

This principle of relevance of education is as sound today as it was a hundred years ago. It is, if you please, a good criterion, if not the only one, by which to judge the real value of courses and programs. In other words, it is not vocational, technical or professional knowledge, nor knowledge for its own sake that controls. It is rather a recognition and the development of those qualities and ideals of the American way of life through *relevant experiences* or the interaction of the individual's own experience with a growing understanding of his community and its ideals. Out of this comes the wisdom that enables an individual to live effectively and happily as a citizen, a worker, and as a human being.

Curriculum must have relevant content

If the distribution of education to a wide range of ability and the relevance of content and experience are the yardsticks to measure effectiveness, it means high schools and colleges must re-evaluate their functions, their programs, and their content and procedures in the light of the values accepted as good in our way of life. We must look in two directions. First, we must find out the gifts, the abilities that can be developed in all areas, and help them to develop.

Second, we must determine the kind of attitudes and qualities desirable in a free society and help students to achieve such attitudes and qualities. A single, rigid curriculum with its concentration on a prescribed program will no longer suffice. Relevant content and experience provided from various sources is required for the cultivation of the different values necessary for all to live a responsible and happy life in a free society.

How to hire a teacher

Some suggestions to administrators for improving teacher recruitment practices, by one who speaks from the other side of the interviewing desk

by LEO R. HILFIKER

AMONG THE MOST important functions of school administration are the selection, assignment, guidance and appraisal of teaching personnel.

Of these functions, the one handled with least efficiency by most school administrators is teacher recruitment. A school cannot be any better than its teachers. Although teachers in-service may be made more valuable by stimulation through in-service training, an administrator can improve his system most quickly through good teacher recruitment.

Need better methods of teacher selection

As a beginning teacher, I have had the opportunity to experience many different approaches to recruitment by administrators. It seems to me that there is nothing more unprofessional within the teaching profession than the present system of teacher selection as conducted by administrators who presumably have the sanction of local boards of education. I should like to suggest some ways in which recruiting practices should be improved.

In most cases a superintendent determines what type of teacher is needed by the school in terms of professional qualification, general qualification and job requirements. Many times this need is not established until very late in the school year. Some teachers sign contracts knowing full well that they intend to stay in the particular school system only until they find another position. Many apply at several places while

holding back a contract until the deadline for signing.

Since this situation is rather common, it presents a real problem to the administrator. Superintendents have told the school board that all positions were filled, only to have a contract violated a short time later. Naturally the teacher takes the view that the superintendent should take such action in fine spirit, since it means the teacher has a chance to progress. Such a violation of contract should not be taken as lightly as it often is.

Correction of this problem could prevent procurement of sub-marginal teachers late in the school year. However, the superintendent is entirely at fault in some instances. He constantly places teacher selection second to other matters. He may wait until the very end of the school year before acting even though he knows vacancies exist. He then accepts teachers without adequate interviews. He has little or no knowledge of the teacher's background and teaching personality. He does not educate the school board members as to their responsibilities toward recruitment. In many cases the board of education delegates to the superintendent so few powers of decision and bargaining that the superintendent is powerless to furnish the candidate with any specific information.

First impressions are important

A novice teacher may formulate his professional attitudes toward teaching from his initial contacts with administrators. Frequently, his first impressions are not very inspiring ones. The superintendent may be unable to furnish adequate information about the position, school poli-



The candidate for a teaching position may receive a letter asking him to come for an interview . . .

cies and the community. It is not uncommon for an administrator to ask the candidate to travel long distances for an interview, even though no information has been furnished the candidate prior to that time. After the field of candidates has been narrowed, the board of education should allocate funds for travel by the superintendent or the applicant for the purpose of a further interview.

Many times a reasonable request made in a communication by a candidate is never answered. In some cases plain everyday courtesy is lacking—if not business sense. When an administrator has several candidates in mind for a position he usually will be able to eliminate all but two or three. Those eliminated are sometimes informed several weeks after the decision has been made, or are not informed at all.

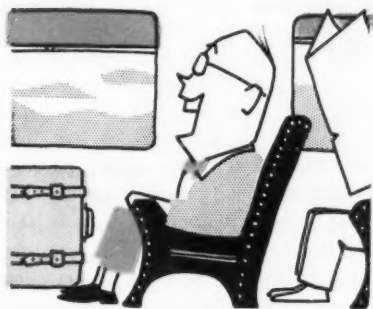
How can these practices be corrected? There are three elements involved in teacher recruitment: the teacher placement bureaus, the superintendent and the teacher. Each could contribute much towards a more pro-

Mr. Hilfiker is a young Wisconsin teacher now doing graduate work at the University of Wisconsin.

fessional and efficient means of selection.

The ideal situation would be one in which the board of education delegates to the superintendent the power of selection. The board might stipulate that the superintendent eliminate all but two or three candidates for the position, and present their record to the board along with his recommendations. The superintendent would be informed of his financial bargaining power if a salary schedule is not used. This procedure would be accomplished by the beginning of the calendar year. The candidates eliminated would be informed of their status as soon as possible.

The superintendent would visit each of the candidates in their classrooms and later interview them. After such interviews the superintendent would choose two or three candidates and immediately inform all other ap-



... often over some distance, and at his own expense

plicants of their status. These procedures would be accomplished by April first. In this way many of the finest people from teacher training institutions might be obtained.

Complete information should be made available to placement bureaus and to the individual candidates. Two or three pages of mimeographed materials describing the school and all relevant community background material should be included. Some schools publish small brochures or colorful pamphlets, but this sort of publication need not be expensive to serve the purpose. Applicants should be furnished information which would serve to guide and interest them. Too often administrators adopt an indifferent or independent attitude.

Interviews should provide an exchange of information between the applicant and the administrator. The candidate should be put at his ease, for it is only then that he will yield information of value. At the close of the interview the applicant should have a general idea when he will be informed of his status. This deadline should be met as closely as possible. It would be a good idea for the entire profession to operate under a general employment deadline.

After a final choice is made by the superintendent, all the applicants should be informed of the result. The candidate chosen should then begin a short orientation program which should be supplemented in the fall by a complete program.

Teachers should respect contracts

Choice candidates may be obtained by school systems if the administrator begins his quest early. He should review records at placement bureaus and choose candidates worthy of attention. Under the present system, this is difficult unless a contract date is set earlier in the year. Many employed teachers would tend to sign a contract by the deadline as a safeguard, and later violate their contracts. Administrators are entirely too lax in cases of contractual viola-



... to receive a vague description of the job and the school's policies

tions. It should be understood that a teacher's credentials would contain such a violation as a matter of record. If such action was taken throughout the profession the result would be better procurement and a definite gain in professional attitude.

Many of these factors are actually part of general ethics. Some administrators ask a candidate his religion or discriminate in a similar way. There is still, even in these days of teacher shortage, discrimination against hiring married women. Until these discriminations and others are abolished there can be no real climate of democratic administration.

Administrators should aid new teachers

Administrators should realize that the most critical part of a teacher's career is the initial impression he receives. He should be studied carefully in order to place him most effectively. There should be an attempt to lessen autocratic attitudes and impressions that many administrators convey to new teachers. Until a new teacher can sense a feeling of democratic relationship between the administration and himself, there will be little democratic action between the teacher and the pupil. The administrator should give the new teacher as light a load as possible, which is seldom done. He should integrate the teacher into the community and provide a list of available housing. In this way an administrator may initiate good group feeling among all the teachers.

First impressions are not always correct ones, but many have a lasting effect which is difficult to overcome. New teachers, when greeted and received into the profession in a manner that is professional, will be filled with enthusiasm and vigor. It is the obligation of every administrator to help provide this "shot in the arm" to good teaching.



... and find himself outside again with no idea of where he stands.

Parents Like Library Work



PTA's not only help finance school libraries—parents now staff the libraries, repair books, hold story-telling sessions and enjoy being an active part of the school family

by BERNARD W. KAYE

PRINCIPALS HAVE BEEN doing a great deal to direct PTA and other groups to aid in the financing of school library service. Many are now going beyond this point, to bring parents to work in the school library.

One principal stated that originally he had put all his efforts into getting the library started, but that he soon realized the value of encouraging parents actually to assist in the library.

Parents had come to him asking if there was something they could do to help the school. Most of these were mothers from the economically favored section of town, who employed domestic help and were looking for some constructive work to do themselves. The school seemed to be the logical place to spend their time and energy. Plans are now under way to organize these parents into working groups, and a major portion of their work will be in connection with library service.

Principals have been instrumental in organizing these parent groups where the PTA organization is inadequate. They attempt to determine

the individual talents of the parents and to put them into separate groups. The principal often has to take the initiative in setting up a schedule that fits in with both the library program and the home responsibilities of the parent.

Ex-teachers help with remedial reading

A principal in New Jersey found that there were several parents who were former school teachers with a particular interest in teaching reading. The principal believed in the axiom, "Once a teacher, always a teacher," and inquired whether they would be interested in coming into school to help children who had reading problems. Practically all the parents were highly complimented that their talents were still in demand, and they readily consented to help. Most of this remedial reading took place in the library, where the materials were right at hand.

Parents who have had previous experience in library work are, of course, the most qualified to help in

This article is based on Dr. Kaye's dissertation, *The Role of the Principal in Relation to Library Service in the Public Elementary Schools*, written at Teachers College, Columbia University.

← At the Murray Avenue School in Mamaroneck, New York, mothers belonging to the PTA's library committee staff the library, discharging books (left), and repairing bindings, cataloguing books that would otherwise lie unused because of shortage of help (right). →



the library and often these parents can spend time during the summer to organize the book collection. One principal had several fathers come in to help rebuild and construct book shelves, while the mothers worked on draperies and slipcovers for the library. It was reported that the activity was a great success, both in the work accomplished and the spirit of friendliness created.

The principal of a school on Long Island has suggested that one PTA meeting each year be devoted to a discussion of library service. There would be a panel discussion, including teachers, parents and the librarian. The topic would, perhaps, be the children's library needs. The room would be specially decorated for the occasion, with books and models of book characters displayed. Occasionally children would be brought to the meeting to dramatize parts of books.

Library's use limited before PTA aid

Another principal reported that when she came to the school the library was used as a reception room, open only to fifth and sixth graders. Books were stored in glass cases, and a major issue was raised when books were lost or soiled. Clerical service was a full year behind in getting onto shelves the books available for child or teacher use.

The principal felt that it would

be an impossible task to get the library into a serviceable order with only the help supplied by the Board of Education. At the PTA meeting she explained the entire situation to the parents, describing how she saw the library serving the school. The parents were then asked if they would be interested in helping in the library. A considerable amount of enthusiasm was expressed by many parents, and the principal chose one very able parent to serve as chairman of the group. It was evident that this was the beginning of all the splendid work that the PTA's are now doing in connection with library service in the entire school system.

Many principals advocate the for-

mation of a library committee within the regular organization of the PTA. That committee will either have regular duties to perform, or it will be a "stand-by" force ready to serve as the need arises.

Most principals who have used parent help in the library point out that the service parents provide is most useful, but the greatest value of the project is that the parents become a real part of the school family. When mothers personally see the needs of the school, they become active in securing necessary funds, and superintendents and board members are realizing that "there is nothing greater than the power of a woman" who sees the need for getting something done.

Member of PTA library committee enjoys conducting storytelling hour as much as youngsters enjoy listening.



Obstacles to District Reorganization

*Nebraska educators and community leaders
give their opinions on chief factors
impeding consolidation of schools in
local districts*

by PETER JANETOS

MISINFORMATION, ignorance and fear are the major obstacles to school district reorganization, according to a group of Nebraska educators who were questioned in a study of state level leadership in district reorganization.

However, laymen who are community leaders in the same area named taxes and finance as the chief hindrance to school district reorganization. The educators and laymen differed also in their rating of other factors that hinder reorganization.

The study was one of a series of related CPEA studies on school district reorganization in the Midwest, made under the auspices of the Kellogg Foundation and the University of Chicago. All the studies will eventually be coordinated and analyzed to bring out major problems of educational administration confronting school districts in the Midwest.

Thirty-one community leaders, both educators and laymen, who are interested in school district reorganization at the state level, listed the

following as major factors hindering school district reorganization: misinformation, ignorance and fear; taxes and finance; tradition; roads and transportation; ineffective leadership; inadequacy of the law; and lack of population.

Educators agree in rating of factors

The nineteen educational leaders interviewed were chiefly in agreement in their rating of the obstacles. In their experience, misinformation, ignorance and fear are the chief hindrance to reorganization. Taxes and finance ranked second; tradition was rated third, followed by ineffective leadership. Only one educator of the nineteen interviewed felt that roads and transportation were the major obstacle to school district reorganization.

The laymen interviewed, on the other hand, were generally agreed that taxes and finance were the most important factors hindering reorganization, with roads and transportation, tradition, misinformation, ignorance and fear ranking next, and ineffective leadership, inadequacy of the law and lack of population following.

The educators' opinions come chiefly from graduate studies, professional meetings and professional literature interpreted from an educa-

tional point of view. It may also be assumed that the educators' lines of communication are better defined and subject to fewer outside pressures than are those of the laymen.

The laymen, on the other hand, are not as homogeneously grouped professionally, and they receive their information concerning reorganization from a variety of sources and interpret it in the light of limited personal experience, local situations and community pressures. This makes for a wider diversity of opinion.

Rural people fear change

Misinformation, ignorance and fear held different meanings for the 31 state-level leaders in school district reorganization. Many rural people fear that something will be "put over on them" and do not realize the advantages that will come from reorganization. Too many people do not know what a good school is and fear loss of local control and domination by the state. Frequently lay people lack understanding of the problem; in fact, some educators have only a limited understanding.

Tradition has different connotations for the educators and laymen. According to the educators, many people believe that they have a satisfactory system, and there is a basic resistance to reorganization. Many also feel that one-room education is superior. Lay leaders indicated that the "good for me, good for my kids" attitude was a strong factor. Several leaders mentioned that such considerations as localism, emotion, love of the little schoolhouse, and a fear that giving up the schools might mean the end of community life were admitted freely in small group discussions of the problem.

Bad roads impede bus transportation

The mill levy, fear of higher taxes, the school finance program, inequality of tax assessments, the single tax base, and the desire to remain in low mill levy districts were also stated as major reasons for reluctance to reorganize school districts.

It was also stated that the road and

Dr. Janetos is associate professor of education at Nebraska State Teachers College.

school redistricting problem go hand in hand, and that poor roads and long bus routes would keep the youngsters away from home for too long a period of time.

Need better leadership

The leaders also listed related factors hindering school district reorganization. Lack of effective state organization; county committees elected to block school district reorganization; unpleasant memories of former consolidations; lack of state aid; selfish interests; and contracting were cited as further obstacles.

The professional educators, laymen, legislators, county superintendents, the State School Boards' Association and the State Education Association all came in for their share of censure with regard to ineffective leadership. In most cases it depended upon who was doing the talking. "Professional leadership hasn't been too astute," commented one leader. "Laymen should have been found to spearhead the movement," stated another. "NSEA and State School Boards' Association haven't taken the leadership that they should. 'Pushing state aid first is wrong,'" was another opinion. "State legislators should assume responsibility in providing a modern educational system," and "County superintendents should provide better leadership," others said.

Present laws are ineffective

Contracting for instruction was regarded as a factor hindering effective school district reorganization but not of major importance.

The existing legislation was judged by some leaders as an obstacle to reorganization. Their primary criticism was the fact that the present form of legislation does not have mandatory features to force the people in ineffective districts to make decisions concerning reorganization. It was also felt that the prevailing laws are cumbersome, and that they should be streamlined and compulsory features added.

Selfishness and selfish interests were ill-defined factors mentioned as

hindering reorganization. Often intimated but only once directly stated was the fact that the wish to avoid taxes on the part of some people was their major objection to reorganization.

In Nebraska, where the study was made, certain steps have been taken to solve problems of school district reorganization. The governor has appointed a committee to study educational problems within the state, of which district reorganization is one. Composed of both lay people and professional educators, the committee draws its membership from both rural communities and urban areas throughout the State. The committee meets periodically and offers recommendations to the governor.

University programs give information

At the same time the University of Nebraska is carrying on weekly informational programs interpreting problems of school district reorganization for members of the legislature, county superintendents and leaders of civic groups.

These people are asked to incorporate their findings into their organizational programs and activities. Thus, interested leaders can disseminate an identical point of view by bringing coordinated information to people on the local level, thereby eliminating much confusion and over-

lapping. This is a direct means of alleviating difficulties caused by misinformation, fear and ignorance.

Other organizations, such as the State Parent-Teacher Association, Farm Bureau, and the State Education Association have taken up this problem as one of their long-range objectives. The State Department of Education has put one of its men on a full-time basis on this problem, working with county committees and any other interested groups throughout the entire state.

State needs full-time experts

It is recommended that full-time field representatives who are well-acquainted with the problem be employed by the State Committee on Reorganization of School Districts. Their function would be to work with school districts and county committees in areas contemplating school district reorganization, compiling facts and information, and making recommendations. The assistance of experts in this problem could save laymen much time and money.

It is also suggested that the teachers' colleges and other institutions of higher learning within the state present a common front and incorporate within their administration courses a unit on school district reorganization problems in their state, and how best to meet them.

Major obstacles to school district reorganization:

- Misinformation, ignorance and fear
- Taxes and finance
- Tradition
- Ineffective leadership
- Roads and transportation
- Inadequacy of the law
- Lack of population

Related factors hindering reorganization:

- Lack of effective state organization
 - County committees elected to block reorganization
 - Unpleasant memories of former consolidations
 - Lack of state aid
 - Selfish interests
 - Contracting
-

Why Teach Economics?

Pennsylvania poll shows administrators believe schools should teach youth to understand American economic institutions, traditions and problems

by DOROTHY H. VEON

ECONOMIC UNDERSTANDING is difficult to acquire. However, it is imperative that young people of high-school age be equipped with the tools and information necessary to understand the basic economic problems facing the citizenry today.

To insure that the future citizens develop economic intelligence, our schools should provide a program of economic education. The extent to which this is done is determined chiefly by the attitudes of school administrators toward such a program.

Agree on objectives of economic education

Recently a questionnaire was sent to 160 school administrators in the Commonwealth of Pennsylvania to secure their reactions to certain objectives of economic education. Replies were received from 131 administrators.

It was encouraging to note that 129 administrators (two were uncertain) believed that our schools have a responsibility to teach the youth of today to understand economic institutions, traditions and

problems in American life. With regard to this belief, 55 felt that it was of utmost importance; 63, of considerable importance; and 13, of some importance.

The replies from the 131 school administrators indicated unanimous agreement on certain objectives for economic education. They felt that our students in secondary schools should:

- Be taught to understand the ways in which economic, political and social life are inter-related.
- Have the opportunity to investigate and understand the economic resources and opportunities of our community.
- Understand the need for the conservation, development and wise use of natural resources.
- Understand how the use of machines and power has contributed to raising our standard of living.
- Learn about the function of saving and capital formation in our economy.
- Know how to provide more security for their future needs and be able to investigate and evaluate private and public measures for increasing personal and social security.
- Understand the principles of insurance as a means of reducing insecurity or economic misfortune in many areas of life.
- Understand the relationships between safety practices and economy.

- Be taught how to plan and manage their personal finances.
- Be taught how to buy wisely.

The last few objectives in the list indicate that considerable emphasis needs to be placed upon the personal economic values.

Students in secondary schools need not be too much concerned about the extent to which governmental agencies should be involved in the business and economic life of the nation. Nor should they be greatly concerned with being able to understand the record of activities of government agencies in our economic life.

There was considerable disagreement as to whether our schools should teach students to understand the effects upon production and prices of various restrictions on competition which are present in our economy, such as monopolies and cartels, collective bargaining contrasts and government price controls.

Students should know how business operates

Administrators were in general agreement that students of high school age need to understand:

- The nature of various types of business organizations and the ways in which they operate in our economy.
- How division of labor and mass production have made all members of society economically interdependent.
- How prices are determined under conditions of competition in our economy.

Dr. Veon, associate professor of education at Pennsylvania State University, based this article on a questionnaire prepared by a Workshop in Economic Education, distributed by the Joint Council on Economic Education.

- The characteristics of our labor force that contribute to our high standard of living.
- The role of advertising in our economy and the possible effects it can have on production and prices.
- The importance of small business in our economy and the problems of the small businessman.
- How money and credit work in our economy.
- Possible causes of inflation, deflation, or other conditions of stability in our economy.
- The various forces which influence the determination of wages in our economy.
- The differences in incomes, wealth and standards of living among both the people in the United States and the peoples of the rest of the world.
- The way in which the American economy is related to other economies throughout the world.
- The nature of the problems farmers face in our economy and the arguments for and against various measures that have been suggested to deal with these.

All except two of the administrators were emphatic about the schools teaching students to read and interpret graphs, tables and index numbers, especially as they pertain to personal economic problems. Most administrators want the schools to teach youth the various methods of raising tax revenue and the principles of taxation underlying each method. A majority of the administrators feel that students should be taught how to locate and use sources of economic information.

Group discussions are best teaching method

As to the techniques of instruction, group discussions are perhaps of greatest value. However, there are certain skills which should also not be overlooked in the teaching of economic information in the secondary schools.

Of the 131 replies to the questionnaire sent to public school administrators in the Commonwealth of



Students of high school age should be given an understanding of economic principles that will make them citizens who are better informed on the American economy and its effect on the world economy.

Pennsylvania, 45 schools offered a course called *Economics*; 78 did not offer such a course; and 8 did not check the item. *Junior Business Training* is found in 66 of the schools, with 16 offering it for one semester and 32 for two semesters, 2 for three semesters; the others did not answer the item.

Economic problems are discussed in *Problems of Democracy* in 91 schools. They are also discussed in high school courses like English, American history, business law, mathematics, civics, agriculture, consumer education, social studies and economic geography. They are given in home economics courses in 90 of the schools replying to the questionnaire.

Fifty-five school administrators felt that economic problems should

be integrated into existing courses; 37 stated that a separate course should be offered in economics in the secondary schools; 19 indicated that there was a place for both; 3 stated that it should be included one way or the other; 2 were undecided; and 12 expressed no opinion.

Citizens need economic understanding

School administrators, it would appear, should be provided with more opportunities for securing information on economic problems, the kind of information which they will pass on to their teachers and students. Better economic understanding will produce citizens better informed on our national economy, and on the way it affects the economies of other nations.



Educators and citizens get together on the University of Buffalo campus to talk over school problems . . . William Small, Miss Violet Edwards, Walter D. Cocking, (chairman) and Fred W. Parsons lead discussion on organizing citizens' committees.

Buffalo educators call a **Town Meeting**

by ANTHONY M. DE IULIO

THE ATMOSPHERE of the old New England town meeting was revived last summer on the campus of the University of Buffalo when citizens and educators got together in a workshop called "A Program for Citizens Interested in the Public Schools."

At a series of evening meetings, leading educators discussed school problems with business and profes-

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sional men, clergymen, housewives, citizens affiliated with service clubs and education committees, and other interested members of the public.

The program was sponsored by the University of Buffalo, the State University College for Teachers at Buffalo, the National Citizens Commission for the Public Schools, and the New York State Citizens Committee for the Public Schools.

The sessions were initiated by Dr. Robert S. Fisk, dean of the School of Education in the University of Buffalo, when he became aware that the people of western New York had a strong interest in questions of public education, and a desire for more in-

formation and guidance on school problems.

After discussing the plan with Walter D. Cocking, editor of *SCHOOL EXECUTIVE* and president of the New York State Citizens Committee for the Public Schools, and Miss Violet Edwards, the Committee's executive secretary, Dean Fisk drew up a program for citizens interested in public education.

Early in April 1954, Dean Fisk called a meeting of leading citizens and educators in the western New York area. About 25 representatives from business, industry, citizens' committees, boards of education and public school personnel attended.

They responded enthusiastically to the proposal that a citizens' institute be formed, and remained far into the night making suggestions for the organization and content of such a program. They showed a strong desire for information about the problems facing the schools, and an interest in what other communities had done about these problems.

Plan program of four sessions in two weeks

The group chose a committee of seven to make specific plans for the program. At the several meetings held by this committee before a satisfactory program took shape, the greatest interest was shown in the teacher shortage, attacks on public schools, and the organization and function of citizens' committees.

The committee agreed on a program of four evening meetings to take place during a two-week period. A registration fee of five dollars was set. Dr. Cocking was invited to be chairman of the sessions.

To give citizens the greatest opportunity for participation in the meetings, a format was planned in which after short talks by the speakers of the evening, the session broke into small groups which met in small conference rooms. In these groups, individuals could raise questions, and exchange ideas and experiences.

The groups then reassembled and each gave a brief report of its discussion, and posed a single pertinent question to the speakers growing out of the discussion. Remaining time was given to general questioning from the floor.

Toy, Loomis discuss role of citizens

The subject of the first of the four sessions was "The Role of the Citizens' Committee in Public Education and its Relationship to Other Agencies." The speakers were Henry Toy, Executive Director of the National Citizens Commission for the Public Schools and Byron Loomis of Esso, who is a member of the state committee.

Mr. Toy told of the growing interest of thousands of citizens' committees in the problems of the public

schools. From his wide experience he listed three characteristics of a good citizens' group working for public education: it must be representative of the community; it must be a fact-finding group before it goes into action; and it must make every effort to cooperate with the duly constituted authorities in the community.

Mr. Loomis described the efforts of the New York State Citizens Committee to create a link between the citizens' committees in all parts of the state. Speaking from a businessman's point of view, he told the group that business executives are particularly concerned with the schools of America.

Speakers tell how to organize laymen

The question, "How does a Community Organize a Citizens' Committee?" was the subject of the second meeting. Dr. William Small, superintendent of schools in Niagara Falls, New York, described the manner in which the citizens' committee in his community was organized, and emphasized the importance of good leadership.

Mr. Fred W. Parsons, Jr., president of the board of education in Corning, New York, told of the organization and methods of the citizens' committee which helped bring about the centralization of 61 school districts in his area.

Miss Violet Edwards described several of the citizens' committees throughout New York state, and explained the role the New York State Citizens Committee for the Public Schools plays in aiding communication between these groups.

Dr. Cocking gives facts on teacher shortage

The topic of the third meeting was "The Citizens' Concern with the Teacher Crisis." Dr. Cocking, who also presided at the session, presented some hard facts which stimulated a realistic appraisal of the problems faced by citizens and educators. The group formulated three questions: What is the situation in the community where I live? How can the need for more and better teachers be met? What can we as citizens do about

these needs?

After the meeting had broken up into the smaller discussion groups, the reports of these groups showed that much could be done to improve the climate of opinion in individual communities with respect to teachers and teaching. The general opinion was that raising salaries was an important step in the right direction, but that raising the teacher's prestige and morale was also very important.

Dean Melby analyzes attacks on education

The discussion at the final meeting was on "The Citizens and the Critical Evaluation of Our School Program." Dean Ernest O. Melby of the school of education of New York University analyzed the factors that led to the attacks on public education. He stated that the roots of these attacks go deep into the national consciousness, and are related to other issues than education. Dean Melby said, "Our faith (in America) is a little weak right now, and because it is weak we are questioning public education. . . . People are beginning to say you shouldn't teach both sides of the question. There's only one side. The right side." Dean Melby went on to say:

"I believe that America is facing a crisis in faith: that this crisis in faith is in every aspect of our lives; that it is evidenced in Congress, in our schools, in our communities. I don't think you can deal with the attacks on education or the sag in our faith in government or our free way of life inside the four walls of the schoolhouse. We in education have exaggerated our power. We thought we could do more than we can do, and because we claimed too much, we got blamed for too much."

Meetings bring together educators and laymen

The value of these four meetings to the people who participated was summed up in an evaluation by the whole group that much had been done to bridge the gap between the educator and the lay citizen.

However, it was even better summed up by an elderly lady who

had driven over 50 miles to attend each of the meetings. At the end of the final session, she stood up and said, "Dr. Cocking, I want to thank you and all the people who have made these meetings possible. There are many problems facing education today and we all have to pitch in and do everything we can to help. I only hope more of these meetings can be held so that more citizens will become interested in education, and together we can make education in America a great and wonderful thing." The enthusiastic applause

which greeted her statement showed that she expressed the feelings of the group.

The Buffalo program points to a new era in which colleges and universities can play an important role in bringing citizens, school board members and school personnel closer together in the spirit of the old New England town meeting. Sessions like this can help bring about a new faith in America's public education, and it may be hoped that such programs will spread across the country.

The conference proved that citi-

zens from all walks of life are interested in education and are willing to work cooperatively with educators. They are eager to learn all the facts and to assist in planning programs of action.

The success of such a program makes it clear that when educational problems are brought into a series of open meetings and citizens are given the proper leadership in thoughtful discussion, fears and uncertainties are replaced by understanding of the problems and confidence in the integrity of educators.

Schools and Public Responsibility

Recently The Knickerbocker News, an Albany, New York newspaper, ran an editorial firmly endorsing a city increase in its education budget. In reply, the chairman of the Albany Citizens Committee for the Public Schools wrote the following letter to the News editor. Believing that it is a splendid and sound educational document, the editors are proud to present it here because its message applies not only to Albany but also to the thousands of school communities throughout the nation.

Dear Sir:

The editorial in *The Knickerbocker News* was a fair, courageous and honest appraisal of our Albany Board of Education's recommendation that our city increase its education budget by only \$70,000 as a "cushion" for teacher salary adjustments. It was fair in asking the citizens of Albany to recognize and appreciate our city administration's excellent record in holding taxes to a minimum. It was courageous in stating that the Board's recommendation was "not enough." It was honest in pointing out that Albany must pay its teachers more if we expect to keep our first-rate teachers or to get new ones.

The people of Albany should be thankful for such an editorial. But

to be thankful is not enough. The people of Albany need to face the increasingly complex problems of public education with the same fairness, courage and honesty displayed in your editorial.

"Good Schools Are YOUR Responsibility"—the responsibility of all citizens of a community. This was the theme of American Education Week, observed in Albany with enthusiasm, sincerity and cooperation. We cannot afford to forget so soon this theme; nor can we afford to forget the purposes of American Education Week. We must continue—every week of the year—"to inform the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting these needs." We must do more than give mere lip service to this theme and these worthy purposes.

About 100 years ago, Horace Mann wisely observed that, "The people will sustain no better schools, and have no better education, than they personally see the need of." In the past several years, people in thousands of communities throughout the country have rediscovered these forgotten words. Through increased activity in civic and school groups,

parents and other citizens have been accepting a greater responsibility for their schools. They have been learning more about the accomplishments of their schools. They have been learning more about the mounting needs of their schools and have been helping school people meet these needs.

They have rediscovered that good schools are the responsibility of all people in the community. And in the city of Albany our public schools can be no better than the people of Albany want them to be—our schools can be only as good as the citizens of Albany help to make them. The future of public education in our city will be decided by what the people of Albany do for our schools now and during the next five to ten years.

Only when many more citizens of Albany know much more about our schools; only when all of us understand them better; only when more of us support them much more generously with our time and money—only then will the children of Albany have the best education they deserve. And this is certainly the least we can afford to give them.

ROBERT K. BAIR, Chairman
Albany, N. Y., Citizens Committee
for the Public Schools

THE SCHOOL EXECUTIVE

Consider the Environment

(✓) *a check-list of some of the factors which contribute to effective teaching and learning*

by AMO DE BERNARDIS
Assistant Superintendent
Portland, Oregon, Public Schools

THE PERSISTENT story of Mark Hopkins, James Garfield and The Log conjures up a picture of the ideal teaching-learning situation. Of course, Hopkins was a master teacher and Garfield an eager pupil, and such a combination can produce a

superior educational result; but not all pupils are Garfields, nor all teachers, Hopkins.

It is this recognition of varying needs and interests, along with a better understanding of psychology, that has led the modern educator to investigate the emotional as well as material features of a good educational program.

The following pages list eight areas which go to make up the educational environment. The points under each are set up in the form of an evaluative scale, with three levels of practice ranging from the least to the most desirable. Such a scale should prove helpful for evaluating the educational environment of one's classroom, building or school system.

WORKING RELATIONSHIPS

1. The Administration Views the Staff Members as Co-workers.

- () The administrator looks upon teachers as instruments to carry out his plans for the students, and issues directives regularly.
- () The administrator recognizes the need to be tactful with teachers but feels that the teachers must be "sold" on his plan for the students.
- () The administrator treats the teachers as partners in the enterprise of educating boys and girls.

2. The Administrator Plays His Role in a Consistent Manner.

- () The administrator is a firm authoritarian but speaks favorably and effectively of democracy at faculty meetings and businessmen's luncheons.
- () The administrator vacillates between a laissez-faire and authoritarian behavior.
- () The administrator is consistently democratic in his behavior towards teachers and students.

3. Basic Instructional Policies are Clearly Understood by the Staff.

- () Policies are kept in the administrator's head on an "on call" basis.
- () Basic policies are contained in a teacher's manual which was made up by the principal.
- () Policies are cooperatively developed and are written in a manual which is revised as new policies emerge from study, discussion and experience.

4. The Concerns of the Staff are the Focus of Administrative Effort.

- () The administrator asks for "suggestions" about his proposals.

- () The administrator meets from time to time with a group of *selected* personnel who are asked for "reactions" and "suggestions" to his plans.
- () There is a central council of elected representatives which identifies school problems and sets up work groups to share experiences and suggest solutions.

5. Limitations to Staff Action Are Clearly Defined.

- () Those staff proposals for action that run into limitations are "pigeon-holed."
- () Limitations are defined *after* proposals have been made.
- () Limitations to staff action are set forth and accepted in advance.

6. Superior-Subordinate Relationships Are Minimized.

- () Status differences are systematically maintained.
- () The maintenance of status differences is relaxed occasionally at "informal" gatherings.
- () Equality of status with difference in function is stressed.

7. Negative Feelings Are Respected.

- () Negative feelings are viewed as "opposition."
- () Negative feelings are stoically met and tactfully overlooked.
- () Negative feelings are accepted as a normal part of human behavior.

8. Assistance is Given With Clerical Work.

- () All details are handled by teachers.
- () Help is given if the clerical staff can find "time" to do it.
- () Help is regularly assigned to the teachers and is fairly distributed.

9. Support is Given When Mistakes or Failures Occur.

- () Administrative support is evident only when successes appear.

- () Administrative support is of the "grin-and-bear-it" type.
- () Administrative support is wholeheartedly given for the "try."

IMPROVING THE SETTING

1. The Classroom is Perceived as a Laboratory for Learning.

- () Furniture and equipment are inadequate and maintained below standard—fixed seating, little storage space, small classrooms.
- () Campaigns for improvement in the curriculum seldom seem to bring new equipment or better facilities. Emphasis is placed on talking about intercultural relations, citizenship, moral and spiritual values, etc.
- () Basic educational equipment is adequate and properly maintained. Curriculum innovations bring new teaching aids. Flexible seating, tables, running water, adequate storage place, audio-visual aids, etc. are provided.

2. There is an Attractive, Comfortably Furnished Meeting Place for Teachers.

- () Teachers meet in classrooms.
- () Teachers meet in the principal's office or cafeteria.
- () Teachers meet in a room designed for the purpose.

3. There are Adequate Toilet and Smoking Facilities for Men and Women.

- () There are adequate toilet facilities for women but smoking is not allowed. The men use the Boys' room and sneak smokes in the boiler room.
- () Men and women have equal but separate facilities.
- () Rest room facilities are separate but there is a lounge room where teachers may relax.

4. The Basic Facilities—Sound-Proofing, Ventilation, Lighting, Correct Colors—for Meeting Physical Needs Within the Building are Adequate.

- () The Principal's office, the library, and the auditorium receive considerable attention.
- () The interior of the building is painted from time to time.
- () Sound-proofing, ventilation, lighting, and correct colors are adequate. Classrooms receive first consideration in design and treatment.

5. There is Adequate Storage Space Within the Classroom for Instructional Materials.

- () There is a bookcase in the room.
- () There are bookcases and a steel file cabinet in each room.
- () There are bookcases, file cabinet, and built-in shelves and cupboards in the room.

SELECTING INSTRUCTIONAL MATERIALS AND RESOURCES

1. Liaison With Outside Sources for Materials is Systematic and Thorough.

- () Knowledge of new materials and equipment depends upon salesmen's visits and advertising literature.
- () Sporadic efforts are made to survey available teaching resources. Curriculum committees are asked to make studies of new materials—limited to specific areas.
- () Professional and trade publications are regularly examined for clues on new tools and resources. Demonstrations and evaluations of new equipment and materials are regularly conducted. Liaison committees of educators, producers and publishers are maintained. Results of studies and evaluations are shared with producers of instructional supplies and equipment.

2. Information Services for the Professional Staff are Maintained.

- () Initiative for informing teaching and supervisory staff about available instructional materials and services is undertaken by alert individuals.
- () Information about available resources is furnished in the form of references with infre-

quently revised courses of study and centrally prepared lists of approved materials and equipment.

- () Frequently revised resources bulletins organized by curriculum area and age level are furnished to teachers. Accessible displays and samples, organized by topic, are maintained and shared by all.

3. Appraisal of Materials and Equipment Balances Scientific Analysis with Classroom Experience.

- () Appraisal is based on examination by a supervisor in the light of formal specifications, with emphasis on competitive costs. A small number of teachers may also participate in reading, previewing and auditioning materials.
- () Appraisal committees evaluate materials and equipment in the light of basic criteria, and in the light of current teaching problems.
- () Previews, examinations and readings by professional committees are guided by sets of standards, criteria, measuring scales, tests, films and recordings and other suitable devices. All appraisals are accepted as tentative findings, to be revised in light of classroom experience.

4. Procurement of Materials and Equipment is Governed by Specific Needs.

- () Purchases are dominated by cost considerations and replacement of standard stock items. Decisions are made chiefly by the head of the school and by a small number of supervisors.
- () Teachers are given an opportunity to indicate needs a few days before requisitioning decisions are made. Occasional studies by committees contain recommendations for procurement.
- () Procurement is flexibly directed to covering specific needs of teachers, curriculum planners and administrators. Procurement of equipment anticipates problems of teacher-education. Maintenance of equipment is also considered.

5. Teachers Participate in Setting Up the Budget.

- () Teachers are asked for suggestions after a "tentative" budget is drawn up.
- () Teachers are given allotments by the principal.
- () Teachers make up their budget estimates as a first step.

6. Teachers Participate in Ordering and Getting Materials They Need.

- () The administration does all the purchasing.
- () The teachers make requests but the central office decides on quality, model type and price.
- () Teachers are able to order what they need, provided the cost is within their budget allowance.

ORGANIZING THE INSTRUCTIONAL MATERIALS SERVICE

1. An Instructional Materials Center is Organized to Assist Teachers.

- () Basic texts are provided. Audio-visual aids are obtained from state or commercial libraries. Few materials other than textbooks are available.
- () Separate departments of library, audio-visual, radio and textbooks are organized. Each department operates as a separate unit. Libraries are maintained in each school.
- () A central instructional materials center is maintained which coordinates the services for all curriculum materials and resources. Each school has its own materials center. Close liaison is maintained between school and district center.

2. A Regular Delivery Service to Each School for Instructional Materials is Maintained.

- () Each teacher is expected to make his own arrangements for getting materials.
- () Materials are delivered by supervisors or other district personnel when they call on schools. Some materials are sent out on maintenance trucks. No regular schedule is maintained.
- () Regular delivery service for all instructional materials is maintained. Delivery of materials ordered by the teachers is made to each school at least once each week. Provisions for meeting emergency needs are provided.

3. Maintenance of Instructional Materials and Equipment is Looked Upon as Being an Important Function of the School District.

- () Each school is responsible for repairs to instructional materials and equipment.
- () Equipment needing repairs is collected at the end

of each school year. These are sent out during the summer for needed maintenance. Emergencies are taken care of by the individual school. Outside repair agencies are used exclusively.

- () Repair service is maintained by the district. Equipment may be sent in at any time for service or repair, and stand-by equipment is furnished.

4. Facilities and Personnel are Available to Assist With the Production of Teaching Materials or Devices.

- () Help is available only through kindness of the school staff. Limited duplicating service is available.
- () Tool kits, duplicating machines, construction materials are provided for developing classroom materials. Limited technical assistance is available.
- () The district maintains laboratories and studios where teachers can make needed instructional aids. Cameras, tools, materials, duplicating equipment are available. Technical and professional assistance is provided.

5. Provisions Are Made so that School Personnel Can Locate Needed Instructional Materials.

- () No organized plans for listing materials and resources available in the school or district.
- () Separate handbooks or lists of audio-visual aids, field trips, books are available.
- () Instructional materials handbooks with adequate cross references available to all teachers. Central card catalog of all materials in each school. Periodic bulletins and lists keep teachers informed of new materials and resources.

HELPING TEACHERS USE INSTRUCTIONAL MATERIALS

1. Teachers are Encouraged to Try New Materials, Methods and Techniques.

- () Courses of study are adhered to; any deviation must be approved by the administrative chain. Textbooks are the basic teaching tools. Few

supplementary materials are available. Certain individuals are permitted by the administration to deviate from the course of study.

- () Deviation from course of study is generally permitted, but experimentation is met with consid-

erable caution. Community pressures rather than educational values determine success or failure of the experiment. Supplementary materials available, but limited.

- () Teachers are urged to carry on classroom experimentation. Success or failure of experiment is determined by educational values. Total staff is concerned from inception to conclusion. Failure is looked upon as part of experimental method. Technical research help is available.
- 2. Teachers are Assisted with the Use of Instructional Materials and Equipment.**
 - () Teachers learn about new techniques, methods and sources of instructional materials if they enroll in university courses. (Occasional bulletins are issued by the school announcing new materials.) No special facilities or personnel available to help teachers.
 - () Supervisors plan meetings to acquaint teachers with new materials and methods. Regular instructional materials bulletins are issued. Teachers are encouraged to attend summer workshops and courses.

- () There is a planned program for acquainting teachers with new materials, techniques and sources. Workshops, guides, handbooks, previews, in-service courses are all used to assist teachers. The school system works cooperatively with universities, etc. to provide local in-service courses and workshops.

3. Specialists Contribute to Helping Teachers with the Use of Instructional Materials and Resources.

- () The audio-visual specialist and the librarian are concerned with the utilization of their materials. They are responsible for the selection and distribution of the teaching aids.
- () The materials specialist and the supervisory staff carry the main responsibility to see that materials and resources are effectively used. Committees are organized to select material, equipment.
- () Teachers, supervisors, administrators work cooperatively in developing ways and means to use materials and resources to improve educational experiences. Materials specialists act as consultants to committees.

USING COMMUNITY RESOURCES

1. Field Trips Are Used as an Integral Part of Classroom Instruction.

- () Unrelated field trips are taken occasionally by classes as reward for good work.
- () Certain field trips are permitted for each class. These are designated in the curriculum guides.
- () Field trips are used to bring new experiences and data to solve problems which children are discussing in their classrooms.

2. An Up-to-Date File of Usable Field Trips in the Community is Available to All Teachers

- () Each teacher locates his own trips.
- () A central file of usable trips is available in the central administration building.
- () List of available community resources included instructional materials guide and card file. List kept up-to-date.

3. People With Special Skills and Knowledge from the Community Are Used by Teachers and Students as Resource Persons in Their Classroom Work.

- () Occasional use is made of a few persons, such as

the police chief, fire captain, health officer for assemblies.

- () Occasional use is made of a few persons; in addition a file of resource persons is kept on hand but is little used.
- () Wide use is made of the people in the community. There is a planned program to locate, evaluate and catalog persons in the community who can be of special assistance in classroom instruction.

4. The Students and Teachers Participate in Community Projects.

- () The students participate in patriotic or special programs, such as Memorial Day parades, Arbor Day exercises, football dinners.
- () In addition to special day programs and special holidays, students participate in election work, decorating, clean-up work and campaigns sponsored by local organizations.
- () Students assume responsibility for community projects. Students, teachers and lay persons plan and carry out joint community projects.

USING AUDIO-VISUAL MATERIALS

1. All Types of Recordings (Discs and Tapes) are Readily Available to Teachers and Students.

- () Teachers rent or buy recordings with their own funds. Few, if any, of these materials are owned by the school.
- () Funds are available for purchase or rental of

recordings. Small library of music recordings is available.

- () District has a central library of recordings for all subject fields. Each school may draw from this source to supplement its own collection.

2. There is a Planned Program for the Use of

Radio and Television in the Curriculum.

- () Teachers use radio for special occasions—presidential inauguration, outstanding speeches or events. Number of receiving sets is limited.
- () The school works with local commercial stations to produce programs for in-school listening. Opportunities for students to produce and air radio and TV programs on local stations available. Receivers available but not adequate to meet demands.
- () District maintains radio broadcast facilities. Good liaison with commercial stations maintained. Programs for in-school and out-of-school programs are developed. Schools are active participants in use of all such educational facilities.

3. Visual Materials (Films, Filmstrips, Slides) Are

Readily Available to Teachers and Students.

- () Teachers may send for free or sponsored visual aids. Limited budget for rentals. Equipment is limited and visual aids have to be shown in auditorium or audio-visual room.
- () District participates in a rental film plan. Films are booked at least 6 months in advance. Individual schools own a few filmstrips and slides. A few rooms have facilities for showing visual aids. Part or full-time audio-visual supervisor available.
- () District owns extensive collection of films, filmstrips and slides. All types of projectors available in each school. All rooms equipped for using visual materials. All materials easily available.

USING PRINTED AND GRAPHIC MATERIALS

1. All Types of Printed Materials (Books, Periodicals, Newspapers, Bulletins) Are Available for Teacher and Student Use.

- () A textbook for each subject studied is provided each student. Supplementary books are practically non-existent. Library service is limited. Adopted text must be followed.
- () Textbooks are provided for each subject. Teachers can deviate from adopted textbook. Supplementary books are available in limited numbers. Each school has a central library.
- () Extensive book lists are developed for each area. Teacher selects books to meet needs of his class. Each classroom develops its own library. School materials center supplements classroom collection. Plan for easy exchange and selection of books by teacher and students is in effect.

2. A planned program has been developed for the selection and use of sponsored materials.

- () Requests for materials are on a hit-and-miss basis. No plan for appraising materials or for sharing experience with materials. Materials accepted primarily because they are free.
- () Teachers encouraged to evaluate materials before using. Attention to promising materials stimulated by listings and rating slips.
- () Plan for appraisal and evaluation in effect. Regular listing of good materials made available to teachers. Teachers, supervisors and administrators involved in evaluation of materials. Samples available for inspection.

3. Pictorial Materials and Graphics Are Used to Enrich Instruction.

- () Uses are limited to occasional bulletin board displays.
- () Students are encouraged to use photographs, posters and prints as part of presentation of written and oral reports. Collections of these materials by students for permanent classroom

file is encouraged. Library maintains a limited collection.

- () Pictorial and graphic materials are used in all aspects of teaching and learning. Opaque projector is used to present materials to class. Continuous selection and evaluation is being carried on. Class picture files are readily available. Material and facilities are available for the preparation of picture sets. Central catalog file provided to assist all teachers in locating these materials.

4. Pictorial and Graphic Materials Are Collected.

- () Teachers or pupils occasionally use these materials when they fall into their hands.
- () Some teachers have individual picture collections and encourage pupils to contribute. Activity is sporadic and collecting is not planned.
- () Carefully organized plan for collecting pictorial and graphic materials. Technique of procedures, standards, filing and cataloging systems have been developed. Lists of materials available are prepared and distributed to teachers periodically. Facilities, materials and clerical assistance are available to help teachers and pupils prepare these pictorial and graphic aids.

5. Graphic and Pictorial Materials Are Efficiently Shared in the School.

- () No plan for filing, storing or sharing pictorial materials has been developed. Each teacher works out his own policies and plan.
- () Teachers are encouraged to share their materials with each other. Collections are property of each individual teacher. Classification is in term of each teacher's need.
- () Central collection of photographs and graphic material is maintained. Loan collections are made available to teachers. Materials are systematically cataloged to fit needs of curriculum. Teachers are encouraged to use collections on short notice and are not limited to careful bookings weeks in advance.



*What—administrators treat teachers as equals? The idea!
It sounds like the beginning of . . .*

AN INSIDIOUS PLOT!

by SELMER NELSON

INVESTIGATIONS into subversive trends are now taking place on all fronts, and I have been making some inquiries on my own into an insidious plot that is under way in our own ranks against the honorable profession of School Administration.

The fact is that the time-honored doctrine of the natural superiority of school administrators over that inferior order, the classroom teachers, is being undermined by a small but tightly-knit group of conspirators. Boring from within, they have been using the administrators' own conferences and organizations to break down, in the name of a specious "equality," the traditional relationship which has served our forebears these many years.

I first stumbled on this alarming plot at an elementary administrators' annual conference about three years ago. A youthful principal who had wormed his way onto the program, and who gave outwardly the appearance of a normal administrator, stated that it seemed to him high time that we regarded teachers with

a little more respect. "Respect that they deserved" were his exact words. The stunned two thousand who were attending the conference tried to gloss over this defection. One tactful observer noted that it was unbearably stuffy in the auditorium, and that an earlier speaker had almost fainted. Those near the front hastened to open the windows a bit wider as a precautionary measure against further irrational outbursts caused by a lack of oxygen. Some consideration was given to disciplinary measures, but the conference adjourned that afternoon, and the matter was forgotten.

That we may live to regret our apathy of that day is the purport of this paper.

That principal, along with a small but active coterie, plus a handful of freethinkers, has since infiltrated the administrative ranks with this doctrine, which endangers the whole structure of pure, 100 percent School Administration. No less than a dozen times in the past two years have I heard similar expressions from various quarters.

Subversive double talk

True, the words have been couched in high-sounding double talk, but the same subversive thread can be noted by anyone who takes the trouble to analyze the insidious talk. It has been my sole work for the past two years to subject their words and actions to the searching light of the principles for which

every loyal school administrator stands.

Only now can be told the ignominy I suffered as I counter-infiltrated into their ranks to learn the things we need to know to defend the status quo in School Administration. Some soul-wrenching concessions were made to gain the confidence of this diabolical group. The seeming deviations I had to make from time-honored precepts of 100 percent pure Administration, such as calling my teachers by their first names, can now be understood in their larger context. However, it was all worthwhile if I have been of service to the cause of pure Administration.

A revolutionary document

I should be remiss in this report if I did not give due credit to my investigative assistant in this great work. He wishes to remain anonymous at this time, but suffice to say that he was a boy prodigy on the xylophone. His youthful career has been marked by one achievement after the other, reaching a climax two years ago at a prominent Eastern university when he tied the all-time record for gold fish swallowing. I tapped him for this job because of his proven merit, and because such a character would be able to gain peoples' confidence.

The climax of my work came with my getting possession of a written document outlining the principles of their revolutionary ideas regarding teachers and their relationship to

Selmer Nelson is the name used in his undercover research by secret agent Lloyd O'Connor, who is also a research assistant at the University of California, where he is working for a doctorate in educational administration.

Administration. I will take up three of the most vicious and inflammatory to demonstrate the dangers with which we Administrators are faced.

1. Leadership is a function of the situation rather than a position of status.

This, of course, is the cornerstone of the plot to break down the traditional relationships and bring chaos in our midst. It's the opening wedge creating unrest among the teachers, who see in this the opportunity to usurp the established authority of the duly delegated School Administrator.

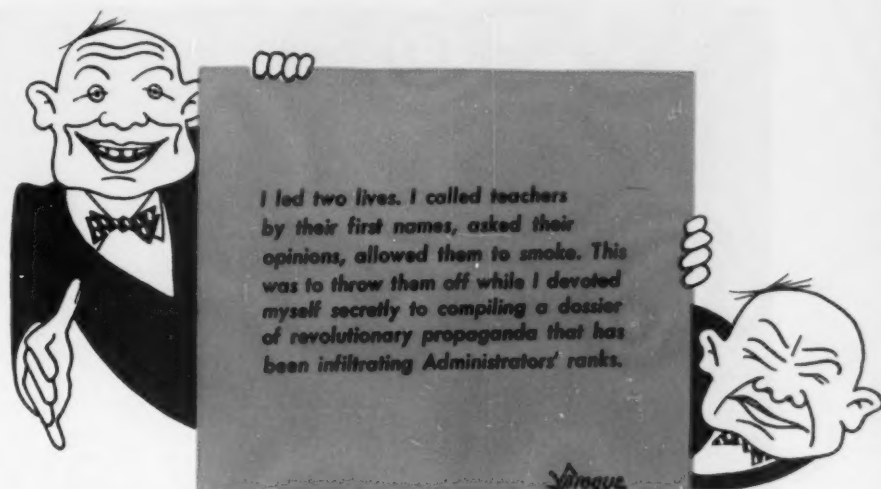
It is conceivable that under this fallacious reasoning, a teacher might actually take over the chairmanship of a committee without permission from the Administrator. The reasoning behind this principle of leadership is specious on the face of it. The teachers have no training in leadership, first of all. Secondly, the wisdom that comes only with the experience that administrators have in leadership can be flaunted and disregarded. Common sense tells us that the numerical superiority of teachers will outvote the administrators in such uncontrolled situations.

Blatant emotional appeal

The idea, if palpably unworkable, yet is being advocated by this subversive element in our midst. The real purpose is to create a climate of disturbance in which to inculcate the rest of their avowed principles.

2. Respect for human personality should be placed ahead of other considerations.

Here we have an example of a blatant appeal to the emotions. Their flagrant use of mob psychology receives its greatest emphasis in this so-called principle. The inference is that Administrators generally do not have respect for human personality, whereas the facts prove that we have always believed in human personality. If we didn't we wouldn't be in the business. Almost without exception we have been courteous and



I led two lives. I called teachers by their first names, asked their opinions, allowed them to smoke. This was to throw them off while I devoted myself secretly to compiling a dossier of revolutionary propaganda that has been infiltrating Administrators' ranks.

gracious to our teachers, regardless of their general lack of cooperation. Many Administrators are allowing teachers to smoke, and of recent years have even provided them a special room for their own use. Some Administrators have even carried this to the point of providing soft chairs and couches in the teachers' room.

Countless instances of this sort could be listed of the Administrator's regard for human personality. It's in the phrase "put ahead of other considerations" that danger is fraught. I have it on the testimony of a former teacher who was temporarily duped by this propaganda that "other considerations" actually refers to the established authority of the Administrator. Under this philosophy, the Administrator's rules and orders, necessarily made for the proper conduct of the school's business, will be put to question if he doesn't "respect human personality," whatever that means. The Administrator will be stripped of his right to issue orders and to expect compliance from those under him. This is a direct blow to the very heart of Administration.

3. Optimum communication is essential.

This last point is one which on the surface appears to be a principle with which all School Administrators are in hearty accord. But deception lies in simple statements. The cunning

thinking behind this seemingly innocuous statement includes the practice of consultation and explanation, both up and down, through all levels of organization. It includes allowing teachers complete freedom of expression, without fear. There appears to be simply no end to this fuzzy thinking. The next thing we, as Administrators, will hear will be that the kids ought to be consulted, too. Or worse yet, parents. Any fool can see where this sort of thing will lead us. The Administrator will be forced to abdicate his position.

A warning to administrators

These, then, are three of the major principles that are being insidiously promulgated within the ranks of School Administration. The bland innocence which permits this undercover group to advance these so-called principles makes it possible for them to dupe the unwary. The viciousness of their plot and the need to fight back now cannot be stated too strongly. This article has been written to sound the warning to all pure, 100 percent School Administrators of the great dangers that lie ahead in our chosen.

We must strike back!

There must be no breakdown of the natural order of superiority.

If necessary, we will demand separate but equal schools to work in.

The situation must be met with courage and decision.



At Franklin Delano Roosevelt High School in Hyde Park, New York, English teachers Jean Walker and Madison Farnum, under the supervision of Principal Edwin A. Juckett, led a seminar of three students whose grades in literature were in the high 90's. Together the pupils and teachers worked out a curriculum, in an experiment in providing the gifted English student with more advanced work than the high school course usually offers. This article is an account by the students of how the course worked out.

High School Seminar for Three

by student authors
CAROLE ALTIC,
THOMAS FROST
and GAIL VAN SLYKE

WHEN THE THREE of us who were to take the English seminar class had our first meeting, we felt quite important, because we understood that this kind of course was usually offered on the college level. We also realized that it would mean hard work from then until June.

We had taken the English Regents exam in January, instead of waiting till June, along with eleven other students who had averages of 90 percent or above. Of the fourteen students who took the examination, we three received grades over 90

percent, and were privileged to take part in this seminar.

We began the course by plunging into a literature unit on essays. Though we had little self-confidence at first, we soon began to appreciate the thoughts of such famous men as Sir Francis Bacon and Ralph Waldo Emerson. The opinions of men of the past lived again and formed the basis of lively discussions. The assignment which had seemed beyond possible comprehension suddenly had a meaning for us.

The second venture into the liter-

←
Gail Van Slyke, Thomas Frost, English teacher Jean Walker, and Carole Altic hold informal session to plan what subjects and authors they will study in their special seminar class. Teacher Madison Farnum also participated.

ary world was designed to acquaint us with our own nation's contributions to literature. Under our persistent research three American authors came alive again. We had guests at our meetings those three weeks.

Discuss American authors, historical novels

One time it was Henry Thoreau, the individualist, with whom we dined. Another time Walt Whitman sat beside us and proclaimed his faith in American democracy to us. Then Stephen Vincent Benét, steeped in the tradition of a literary family, attended our discussion group. As we discovered these authors through their writings, we became more keenly aware of their philosophies and of the forces which had propelled them in their careers. And even after they had gone, they left with us parts of themselves—their individualism, their patriotism, their exuberance, and their sensitivity.

We delved next into historical novels. Accordingly, while regular English classes were preparing the usual written book reports, we three were putting the finishing touches on the notes for our oral discussions. We chose books which gave us a wide historical range—the days of Queen Elizabeth I, the French Revolution, and our own Civil War years. We sailed the Seven Seas under Sakr-el-Bahr, the Sea Hawk, and

lived again his varied and thrilling adventures. We could hear the rumbling of the tumbrils rolling through the streets of Paris, the fruitless pleas of the innocent as they were brought to the guillotine. We heard the shouts of "Johnny Reb" and "Damnyankee," and imagined the acrid smoke of thousands of muskets in the battle of brother against brother. Our informal discussions brought out interesting sidelights, usually stressed to a lesser degree in regular classes, which gave us a new sympathy for the hopes, joys, sorrows and fears of famous historical personages and their contemporaries.

One of our teachers is interested in the theatre and likes us to keep posted on new plays. When *The Caine Mutiny Court Martial* became a stage success, we decided unanimously to read *The Caine Mutiny* for discussion and appreciation. That assignment was perhaps the most enjoyable, profitable and interesting one of all. Captain Queeg fascinated us; Willie and Lieutenant Maryk drew our sympathy. The variety of characters and stimulating plot gave us the opportunity to hold one of our more animated discussions.

Write original stories, poetry

The other English teacher then suggested that we try our hand at creative writing in the form of short stories. Hunting for the seeds which would flower into short stories, we experimented with several ideas, many of which died at our pencil-tips. We finally decided on topics. Then through a lengthy process, our short stories were written. We feared that our efforts were pathetic indeed, but our teachers offered us consolation in the form of another creative project—original poetry.

Through the gentle prodding of the teachers and our own natural curiosity, we discovered the world of well-known poetry between the covers of our literature books. After sampling Dickinson, Whitman, Sandburg and Robinson, we urged our uninspired brains to undertake the writing of some original poetry. The results may have been more kitten-



Carole Altic



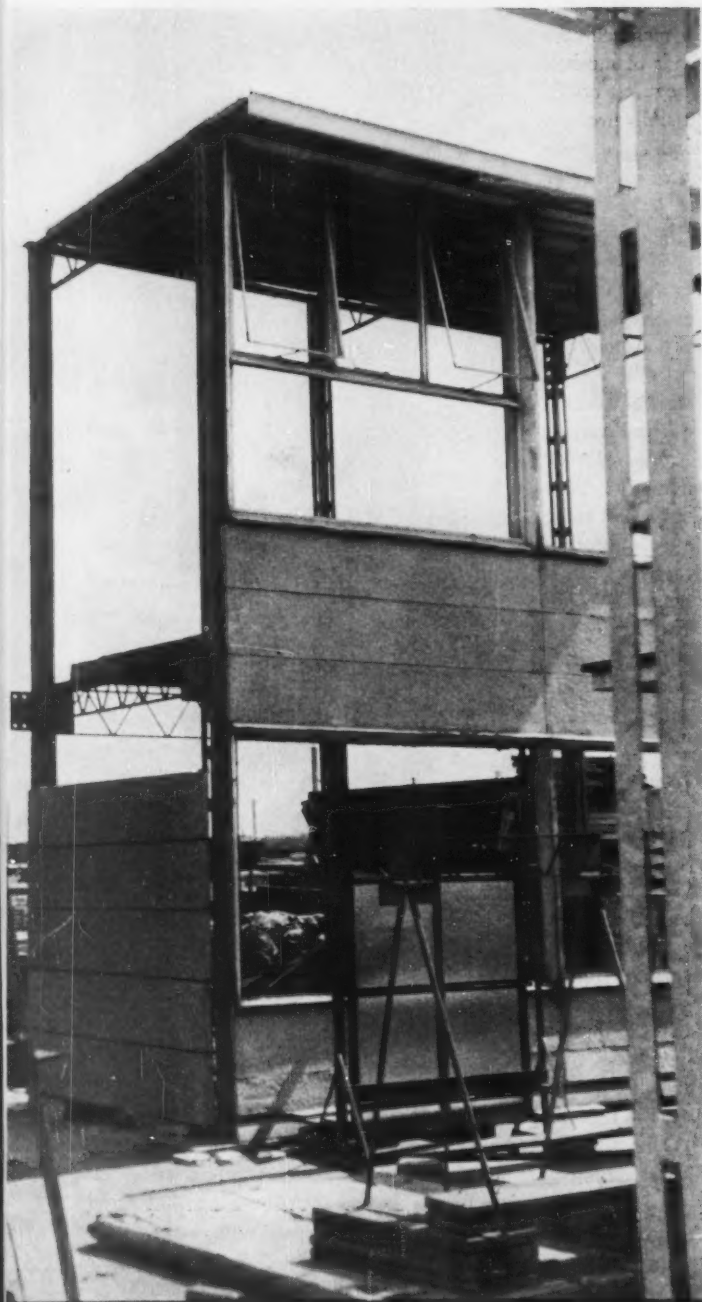
Thomas Frost



Gail Van Slyke

ish than Keats-ish, but the efforts were sincere and original.

Thinking back over the experience of this semester, we remember moments of discouragement when assignments seemed overwhelming; but in the main, we recall with satisfaction the informality, the congeniality and the challenge of the course. We have broadened our concept of literature, deepened our appreciation for that produced by American authors, and learned a new respect for creative ability. For these reasons we feel that this course has been of exceptional value to us.



A typical British prefabricated schoolhouse is being assembled. Although prefabrication is a systematic construction process working with standardized component parts, Britain proves that it need not result in standardized-looking schools.

Britain builds prefab schools

Pre-cast concrete, plastic, aluminum used to build bright spacious schools that meet needs of increased population at low cost

by LAWRENCE E. GOWIN

WITH FIVE thousand schools destroyed or damaged during World War II, and with babies born during the war years approaching school age, school housing was one of the major postwar educational problems facing the people of Britain.

To add to the problem, there was a shortage of labor in the building trades and also a shortage of certain traditional building materials. Costs, too, were of major concern to a country impoverished by war.

The Education Act of 1944, which provided a co-ordinated educational program for primary, secondary and further education, pointed up the drastic need for raising the standards of school housing in Great Britain. The Act specified certain minimum standards which all school structures must meet. This meant that

Mr. Gowin, principal of Valencia Park School in Fullerton, California, made a tour of Great Britain in 1952 to study prefabricated school buildings.

hundreds of school buildings had to be replaced or brought up to the standards set by the Act, and that this must be done within a limited time.

Effective cooperative planning by educators, architects and manufacturers has been one of the outstanding factors in the production and erection of the British prefabricated school buildings. These groups work together closely to develop school buildings that will facilitate the attainment of the educational goals. For example, many British educators believe that they must teach children to be able to work effectively together in groups. By cooperative planning the attainment of this objective is facilitated in many British prefabricated schools through the use of small, well-lighted classroom alcoves, short "off-set" corridors and the use of folding walls that allow students to use the corridors for group activities.

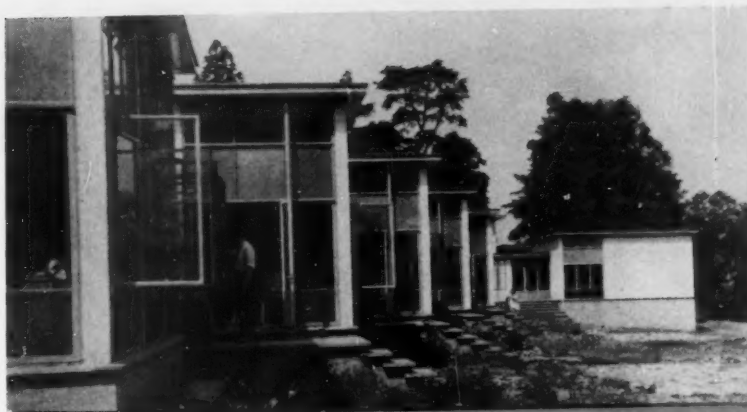
The three major types of prefabricated structures studied were precast concrete, plastic and aluminum. All three types are of a modern style architecture, generally with flat roofs, although many of the aluminum structures have pitched roofs.

The component parts are designed and manufactured to be used with a grid system of planning.

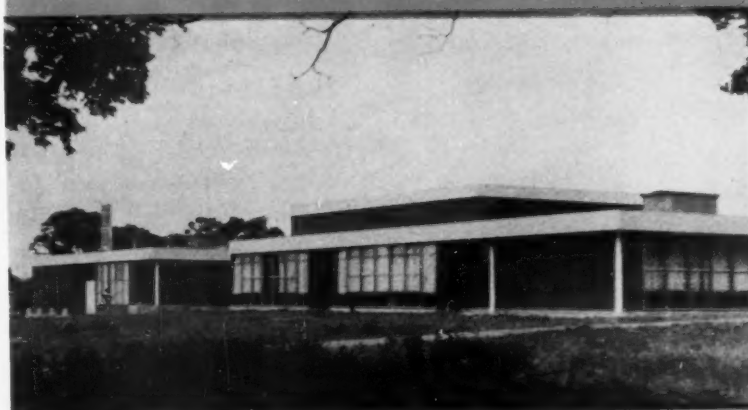
Economy of grid system

The major advantage of the grid system of planning is the common dimension in two directions, which brings about a limitation of the number of components for standardization and prefabrication with a view to facilitating continuous production by manufacturers independently of individual orders. Many British educators and architects have stated that 3' 4" is possibly more suitable than any other as a grid dimension for educational building.

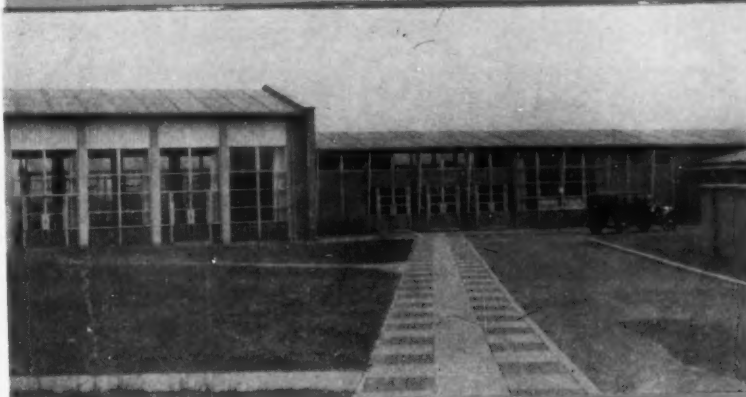
Most of these prefabricated school buildings are single story structures, although some have been constructed up to four stories. Continual cooperative planning has brought about many unique and functional prefabricated structures. "Off-set" corridors and classrooms are planned in many



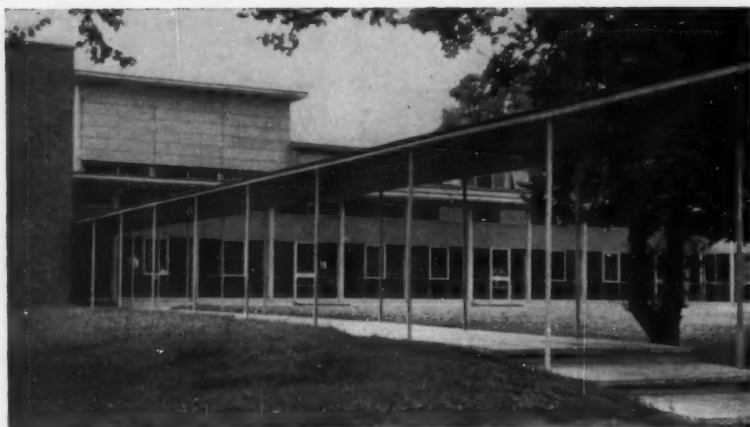
A precast concrete school displays off-set planning and substantial use of glass. British teachers repeatedly exclaim that these prefab buildings are the finest schools in which they have ever taught.



Like the concrete building, this precast "plastic" school plant is good looking. These prefabricated structures are stable and can be de-mounted for erection on another site with minor loss of finishings.



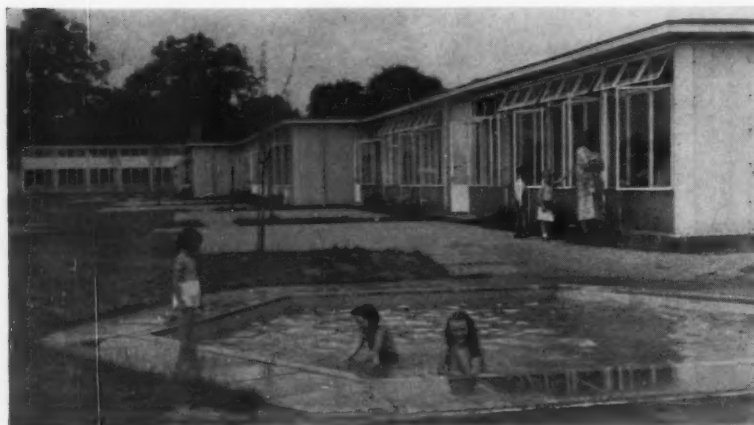
The aluminum school buildings, the third prefab type, tend to have a "tin" look when not used with another building material. The facade of this aluminum school is improved by accents of brick.



This prefab school was planned around existing trees. As in most of England's new schools, its classrooms have doors opening directly to the out-of-doors.



Glass is liberally used. Glass walls are frequently used as interior partitions and to enclose connecting corridors between wings of the building.



Nearly all of the prefab primary schools in Hertfordshire have adjoining wading pools. A 5-acre site is average for a primary school with 360-pupil enrollment.

of these school buildings. The British feel that the short sectional corridors are excellent for primary schools because they resemble corridors in the home; therefore, they tend to minimize the "institutional aspect" of the school. In addition, the "off-set" plan has allowed natural light to be admitted from more than one side of the classroom or corridor.

A tremendous amount of glass has been used in the construction of these British prefabricated school buildings. Some corridors are walled with glass from floor to ceiling on both sides. Roof lights (natural) are used in classrooms, corridors, kitchens, dining halls, assembly halls, and lavatories. Devices for controlling the light are installed where needed, generally in classrooms.

Self-contained classrooms

The majority of the classrooms in these primary schools are square or nearly square, although some have alcoves for group work. Others are of an "L" shape. Some of the latest designed infants' schools, for children 5 through 7 years old, have self-contained classrooms with sinks, toilets and drinking fountain within the classroom unit. In some schools the toilet cubicles have low walls in order to facilitate teacher supervision.

All of the primary schools observed have assembly halls which have an abundance of natural light. Some have built-in stages, others have portable stages and still others have no stage at all. The light-weight portable stages appear to be the most popular with British primary school teachers. There is no built-in equipment in these assembly halls except in the cases where built-in stages are provided.

Practically all of these prefabricated school buildings are acoustically treated throughout. A soft non-drilled fibrous board is most commonly used; drilled fibrous board is employed in some spaces of a few buildings. A new inexpensive material composed of wood strips and concrete appears to be an effective acoustical material. This material is used in many of the lat-

est designs of prefabricated schools.

The traditional interior colors of dark green and brown that had been used in schools for so long were never considered when the interior painting was done in these postwar prefabricated school buildings. Gay, bright colors are used in most areas of these schools. It is common to see, especially in corridors, alternating panels of red, gray, blue and yellow. Several schools have large colorful, child-like murals painted on the walls of the corridors, entrance halls and dining rooms. The colorful interiors produce a warm, friendly and exciting school atmosphere.

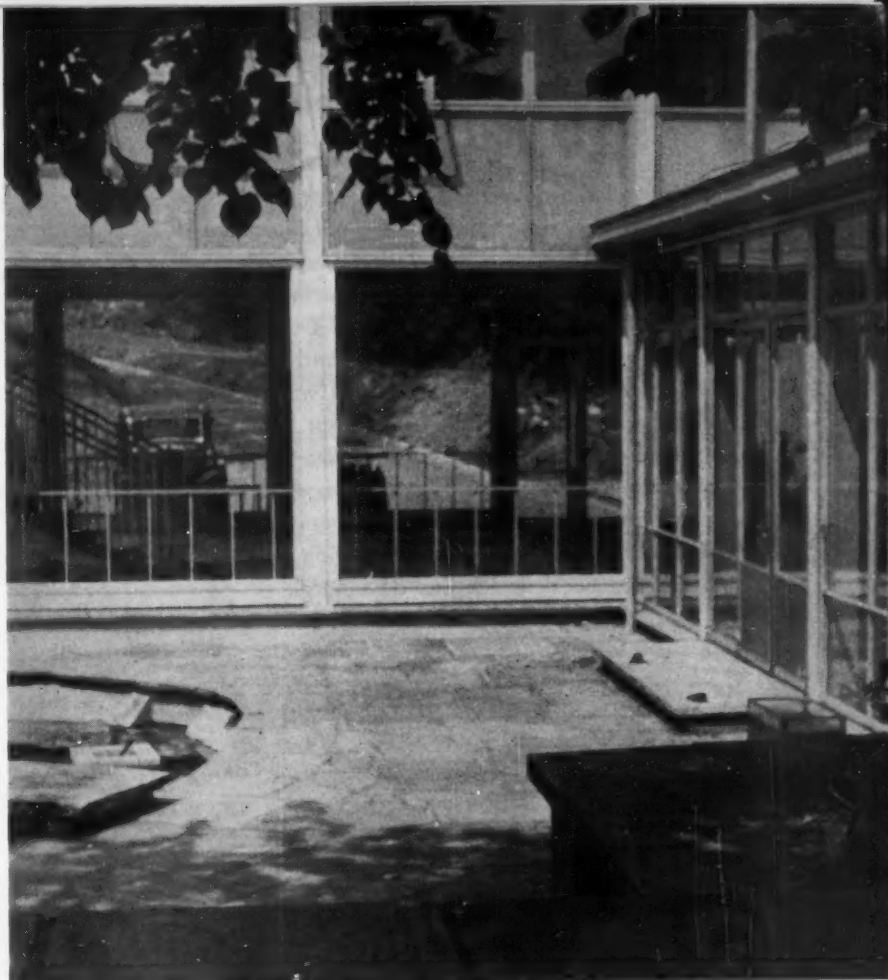
Due to economic restrictions, primary school construction costs in Britain must not exceed \$392 (£140) per pupil place; the average school is now being constructed with approximately 45 to 50 square feet per pupil. This means that primary school buildings are being constructed in Britain at the cost of about \$8 per square foot.

Costs cut by redesign

One important way the British were able to reduce costs was by redesigning various necessary items that are usually a part of all school structures. For example: since young children use primary schools, such equipment as large adult wash basins is not needed; therefore, small practical basins, urinals, and other equipment were designed and manufactured for a fraction of the cost of standard sized lavatories.

It is the feeling of some members of the Ministry of Education that prefabricated school construction costs will be appreciably reduced as soon as the manufacturers' initial capital outlay is regained.

With several hundred prefabricated school buildings in successful use for several years, and with more being erected in large numbers, it is evident that prefabricated school construction in Great Britain is not a small insignificant project, but rather a large well-planned undertaking. These buildings are not prefabricated "study boxes," but imaginative, stable, adaptable and functional school buildings.

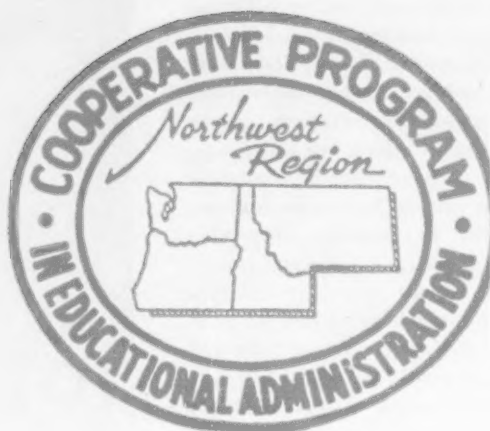


The extensive use of glass and strong bright colors gives these new British schools an inviting atmosphere. Their cost averages \$8 per square foot.

Well-lighted alcoves off classrooms accommodate small group work; corridors also planned for group activities.



In its continuing coverage of the work of the various CPEA programs, *The School Executive* presents this month a description of some of the projects carried on in the Northwest Region. This comprises the states of Oregon, Washington, Idaho and Montana and has its headquarters at the University of Oregon. Like the other centers, the Northwest has secured enthusiastic cooperation from boards of education, school staffs and colleges throughout the area. Probably the greatest aid to improved school administration is found in the teamwork which has developed.



northwest cpea

aims and results

by DONALD E. TOPE

THE NORTHWEST REGIONAL CPEA Center at the University of Oregon has gradually developed a sharper design for the projects it has undertaken. There is now reason to hope that this particular Center will make a contribution to increasing understanding of three aspects of the administrative process: the administrator as a person; the situation in which he operates; and preparation for the job, both pre-service and in-service.

1. The Administrator as a Person

Several studies and research projects have been underway which seek to give a clearer picture of the school administrator as a person together with those attributes and characteristics which distinguish school administrators as a group from the general population. John F. Staehle of Montana State University has been engaged

Dr. Tope is director of the CPEA Northwest Regional Project, and professor of education at the University of Oregon at Eugene.

in a general survey of school administrative positions in the eleven western states. This study has been jointly sponsored and supported by the Pacific Southwest Center and the Northwest Center. From this study will come information on the number and type of administrative positions in the West and tenure, turn-over, and the nature of the career ladder leading to school administrative positions. The cooperation of the various state departments of education has been solicited, and, in general, has been freely given in the gathering of essential data in each state.

Study characteristics of Oregon schoolmen

At the University of Oregon a comprehensive study has been underway during the past year designed to discover personal and professional attributes and characteristics of school superintendents in the first class districts of Oregon. Three-fourths of the superintendents of the major districts in the state responded to the request to participate in this study. Some 60 superintendents came to the Oregon campus in groups of five, spending two days in a rigorous series of tests and measurements designed by a research staff of the School of Education. The voluminous data acquired in this study are now being analyzed and will be reported back to the participating superintendents this year.

The findings of this study will reveal significant material about Oregon superintendents. This material can be related to similar material gained from studies of other groups, and will also point up problems for further development and investigation.

What competencies needed to handle problems?

An additional study is now underway in Montana conducted by Dean Linus Carlton of the School of Education at Montana State University. He has been interviewing a large number of superintendents of schools in that state to discover their awareness of major problems confronting school administrators and an analysis on their part of the competencies required and how these competencies were developed. His study included administration of the Purdue Rating Scale for Administrators with both the administrators themselves and the members of the staff rating their superintendents.

Vernon Sletten, also of Montana's School of Education, analyzed the opinions of school board members and superintendents on selected board policy practices. This study revealed major areas of agreement and disagreement between board members and superintendents on their attitudes toward significant policies in educational administration.

2. Environment of School Administration

The Oregon Community Study. At the University of Oregon a research project is underway designed to describe the processes by which a community goes about the business of arriving at decisions. This project has developed an interdisciplinary research team composed of members of the social science departments of the

University's School of Education and graduate students. The study is a joint enterprise and out of the general design has come the identification of individual problems which are the concern of individual members of the team.

The articles which follow report some of the major research which has already occurred. Implications for further research and the basic theoretical concepts are also included. The educational experience of this research group is considered fully as important as the research actually undertaken.

Columbia Basin Project. The Columbia Basin, located in southeastern Washington, involves an irrigation project covering over a million acres, half of which is now served by water from the Franklin D. Roosevelt Lake, formed by the Grand Coulee Dam. This irrigation program is revolutionizing the area's social and economic conditions by the tremendous increase in business, industry and population it has caused.

Help people to help themselves

The School of Education at Washington State College has undertaken to help communities and school districts of the Basin solve their problems of providing educational facilities and a school program to meet their needs. Those working on the project, under the direction of Zeno B. Katterly, dean of the School of Education, are helping to provide basic information required to see the problems and to help people to help themselves.

Only by visiting the Basin itself can one appreciate the magnitude of this task. Last year the Policy Planning Committee of the Northwest CPEA toured the Basin and thus gained an intimate realization of both the problems and the possibilities of this study. The staff on this project is making a continuous study of population growth and the accompanying growth in taxable wealth. School plant planning and educational organization are being studied as problems to the school administrators, the boards of education and citizens' groups. Hundreds of people have become interested in the solution of these problems and much has been gained in joint discussions of the problems of the entire Basin through the organization of the Columbia Basin Development Council, which is composed of representatives of all of the school districts in the area.

Educational problems of a booming town

One example of what is happening throughout the Basin is the town of Quincy. Between 1950 and 1953 this community changed from a small, stable one with a school enrollment of less than 200 to a booming and progressive community with over 600 children enrolled and the prospect of additional hundreds.

Involved in the planning to meet Quincy's school problems were the Chamber of Commerce, the PTA, the City Planning Commission, a Citizens' School Advisory Council, the Quincy Women's Club, and the Business and Professional Women's Club. The result is the orderly development of a school system and an expanding school plant which is keeping up with the problem. Further-

more, Quincy has developed a long-range plan together with an attitude of interest in continuous study.

The Columbia Basin Project has demonstrated values which can come from utilizing the resources of a University for the solution of educational problems. It has further demonstrated the availability of a variety of other resources. The United States Bureau of Reclamation, for example, has whole-heartedly cooperated in providing technical information and consultant service. The project has demonstrated the tremendous resources of people themselves in their willingness to face problems, gather essential information and arrive at decisions. The Oregon Community Study can be classified as basic research, while the Columbia Basin Project can best be thought of as applied, or action, research. One of the challenges ahead is that of relating these two research projects in the hope that what is learned in one may reveal further insight into the other.

The Ravalli County Project. At the University of Montana, a project which can be termed as a pilot study has been underway in a county just south of Missoula, the site of the University. Here the attempt has been made to mobilize the University's resources and make them available to the county's nine small school districts. What seems to be emerging is the recognition on the part of administrators, board members and interested citizens of commonness of problems faced and the need for joint discussions and perhaps even the pooling of resources to solve these problems.

Grass-roots approach to typical problems

Ravalli County illustrates a very general situation throughout the West of school districts lacking the size and the resources to provide what have come to be recognized as the essential elements in the modern educational program. The Ravalli County Study represents a grass-roots approach to this problem—that of working with people at their own level of operation and through co-operation building a gradual awareness of what may be accomplished through joint effort and joint planning.

3. Preparation for the Job

The cooperative program in school administration was initially set up to improve the preparation programs for school administrators. No sharp delineation is being made between in-service and pre-service preparation as the two are closely interwoven. In the major projects involving graduate students specializing in school administration, the research activities themselves have represented unusual training possibilities.

Need study into problems of human behavior

The involvement of the institutions in the projects undertaken has resulted in a critical analysis of current training programs and specific planning for changes. These changes can generally be seen as taking one or more of the following forms:

1. An increased interest in what the social sciences have to offer in the way of knowledge and insight into

the problems of human behavior and a recognition that these insights and knowledges must become familiar to school administrators

2. Experience with the interdisciplinary approach in the presentation of problems believed to have relationship to the basic problem of working with people. This interdisciplinary approach has already taken the form of seminars involving more than one social science area and has included the case-study approach to the problems of administration.

3. Recognition that the master's degree no longer meets the needs of school administrators. Plans are underway in several of the training institutions for extending the program of preparation into a second year of graduate study.

4. The need for planning the preparation program on a flexible basis to fit the background of training and experience of the students and keeping in mind his own goals.

5. The inclusion of field experience in the preparation program. This field experience would include not only the study of actual problems in a school situation but also the involvement in a research project having relevance to problems in educational administration.

Develop closer working relationships

Considerable attention has been given to the problem of county superintendents in the Northwest. Through the actual study of their jobs, county superintendents have become aware of the essential nature of the intermediate unit, and in the development of the concept of the county school office helping provide services to individual districts. A closer working relationship has been fostered among county school administrators with state departments of public instruction and training institutions. The work with county superintendents has demonstrated the values that come from working on mutual problems and in utilizing the resources available. The encouragement and reinforcement which comes when groups actively engage in the study and solutions of problems has been demonstrated among the county superintendents of the Northwest.

Similar studies have been undertaken by elementary and secondary school principals in a study of their jobs. This job analysis has demonstrated to principals the lack of time devoted to instructional programs and has led to discussions on how to clear the road-blocks to more effective educational leadership.

The work with groups of school administrators in the Northwest offers a tentative answer to the question "How Can School Administrators Improve Their Practices?" The answer would seem to lie in their becoming involved in an organized way in the continuous study of their problems. Such a study is actually the application of the scientific method: gathering the pertinent data, relating this data to the problems confronted, arriving at tentative solutions and procedures, trying these out, evaluating the results, and making changes in light of experience.

who forms school policy?

an inquiry into "how a community
makes up its mind"

by VINCENT OSTROM

UNDER THE AUSPICES of the CPEA Northwest Regional Project, a community study program was undertaken by a team of social science and education students and faculty members at the University of Oregon. One difficulty underlying the establishment of the CPEA and its objective of the "improvement of educational administration" was the friction that school administrators experienced with local communities in the administration of the public school program. This problem had broad ramifications for basic research in education and the social sciences.

In attacking this practical problem the research team arrived at some basic decisions about the general strategy for research before undertaking field work. First, policy formation was selected as the most strategic aspect of the problem requiring investigation; it was the focal point in the conflict of school administrators and elements in the community over educational policies.

Policy-making relates varying elements

Furthermore, this form of action—the making of policies—was the means by which the various social and ecological variables of any community become related to the course of action pursued by the schools in their educational program. Secondly, the members of the research team decided that they were primarily concerned with the problem of understanding and knowing something about the phenomena of policy formation in local communities and were not to assume the role of consultants of policy-makers themselves. Thirdly, the

research design was to be kept flexible by staging new research in light of experience with earlier studies. And finally, the group would undertake a sample survey of the community as a joint activity, and in addition each of the students would pursue individual studies as graduate theses. However, every effort would be made to maintain a close working relationship among the members of the research team in field research and in informal seminars at the University. The research program was looked upon as performing an important training function both in education and the social sciences in addition to the particular value of the research findings.

Survey cross-section of a community

On the basis of these decisions a pilot study was initiated in a small Oregon community of approximately 3,000 population. The general survey was designed to ascertain the extent and manner of participation of a cross-section of the population in local community affairs with special attention to participation in school affairs. Specialized studies were undertaken by graduate students participating in the project on: (1) the motivation of political activity among local independent merchants; (2) an application of group theory to the policy-making process in local school board deliberations; and (3) an analysis of role perceptions for selected positions in the community.

The study of policy formation might be described as being concerned with "how a community makes up its mind." A policy can be defined in more technical terms as a commitment to a course of action which is controlling in the behavior of persons in the appropriate group or community. Before a policy can be effective it must be translated into the proposed course of action. Some political scientists have contended that policy making is the basic function of government in the broadest use of that term.

In order to be able to tell "how a community makes

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up its mind" or to analyze and describe policy making as a complex political system in a community it is necessary to isolate and distinguish some of the relations and behavior involved. Only by working with the separate factors is it possible to analyze particular sets of data and to begin to perceive the complex patterns of behavior. The factors which seem necessary to characterize the relations and behavior involved in policy formation include the categories of participation, structure, process, policy and morale.

Participation. This first dimension of policy formation involves the behavior of persons acting in relation to particular social functions and activities. Studies of participation are particularly concerned with patterns of activity which characterize either a cross-section of the community or specially selected populations within the community. At the same time, studies of participation might seek to analyze the distribution of personality that characterize groups with distinct participation patterns. Life in a community requires people to perform many diverse and specialized activities. The selection process that occurs in any community will result in a significantly differentiated distribution of personalities and patterns of activity which must be understood if one is to deal effectively in community relations. The fact that school employees are largely female and the school's clientele is predominately children inevitably affects the potential relations of the school to the community.

Structure. Another way of looking at the relations involved in policy formation is to consider the order of person-to-person relationships in the activity. The highly differentiated pattern of activity existing in any community requires that a more-or-less stable arrangement of positions comes into being which gives the character of an organization to a community. This organizational structure varies from the very formal relations defined by law to the most informal relations occurring among the individual members of the community. Organizational structure tends to take on definite form in each community. The crudely hierarchical structure involving the organization of leaders in a community has been characterized as a power structure. This structure is of critical importance in any study of who decides what to do in any community situation.

Process. A third dimension of policy formation may be designated as process or the way that problems are solved by a particular policy-making group. Those who are intimately familiar with the activity of deliberative bodies will recognize that particular groups tend to establish a pattern of activity or *modus operandi* which persists through time even with gradual shifts in the personnel of the group.

The methods of solving problems

The key question about the process of policy formation or the way that problems are solved is the extent that particular methods of problem-solving may be involved

in dealing with practical problems. If the way that groups go about the job of solving problems can be characterized as a method, then the method should have significance for the type of solutions or policies that a group is capable of reaching. This possibility has been suggested by such writers as John Dewey, Mary P. Follett, Walter Lippmann, Elijah Jordan, F. S. C. Northrop and Graham Wallas among others. Dewey in *The Public and Its Problems*, for example, sees the problem of controlling the indirect consequences of the action of people as the fundamental political problem. But the capacity to perceive these consequences and to take appropriate action is a function of intelligence. Thus, for Dewey, the problem of politics is fundamentally a problem of method in organizing intelligence.

Policy-making more than problem-solving

It seems apparent that the problem of policy making is much more complex than the simple application of the methods of scientific inquiry to the resolution of practical problems. However, much insight may be gained from an investigation of the actual process or method involved in policy formation in an effort to explore the relative effectiveness of different patterns of deliberation.

Policies. A fourth dimension of policy making is the policies themselves when viewed as an end product. Much more consideration needs to be given to policies as an order of social phenomena. It is apparent that policies are a category of ideas or thought patterns fundamentally of the same order of phenomena as law and culture. If any distinction is to be made at all, the distinction is one of immediacy, of relationship to current problems and to the process of change.

Can measure political, leadership structures

Lawyers, political scientists, anthropologists and social psychologists have important tools to offer to the investigation of policies as a result of their work with concepts and rules of law, thematic analysis of culture patterns and content analysis of communication materials. The assumption underlying all of this work is that particular policies, laws or ideas form a part of a larger pattern or configuration which can be analyzed as a comprehensive system of ideas. Through the analysis of policies it should be possible to measure the degree of consistency or contradiction implicit in the policies themselves. In turn, the degree of consistency in policies for a particular community should serve as a measure of the degree of integration existing in the political structure and leadership patterns of the community.

Another approach to the analysis of a particular policy or set of policies is noted by John Dewey in his *Logic* where he suggests that a policy may be treated as a hypothesis in an experimental situation. The test of the hypothesis is in the sequence of events which follow in response to the policy. This type of value-policy-action analysis would probably be most

useful for study of administration viewed as experimentation within the more general process of policy formation.

Morale. In addition to the cognitive and objective dimensions of a political system, there is a subjective, psychic dimension which must be taken into consideration—the *esprit* or morale factor. In as much as the human being responds in terms of emotions, feelings, sensitivities, satisfactions and anxieties, these responses must enter our equation. A sense of confidence or of frustration have substantial effects upon the capacity of the members of a group to act and upon the pattern of action which follows. Yet surprisingly little research has been done on this type of phenomena and its relation

to policy formation. Much of the work in the field of group psycho-therapy and group dynamics has been primarily concerned with the non-rational, psychic dimensions of behavior. The work of industrial psychologists on morale and of a number of social psychologists and sociologists on the problems of integration and of social cohesion offer suggestive possibilities.

While this discussion provides a series of factors or dimensions to keep in mind when thinking about the problem of "how a community makes up its mind," it should also emphasize the complexity of conducting systematic research on community behavior in policy formation. The following articles represent some of the results of our first year's work in a pilot study.

northwest cpea

who discusses school affairs?

A study that asked "with whom?" and "how frequently?" reveals that a significant proportion of adults never talk schools

by JOHN M. FOSKETT

IN AMERICA today the public schools constitute a major subject of discussion. They are one of the focal points where the interests and influences of the family, the church, business and other institutional arrangements converge. Conversely, the public school is a point of radiating influences upon the various segments of the community.

It is not at all surprising that the schools should be a prominent object of attention. The really significant questions are: what factors determine who discusses public school affairs? with whom do they discuss such matters? what are consequences of these discussion patterns for policy formation and school administration?

Despite the central position of the school system in our culture the serious discussion of school affairs is not equally distributed throughout the population. In some segments of the population the activities of the schools are of definite concern while in others the schools apparently are seldom, if ever, considered. In the past

this differential concern with the schools has been quickly explained in terms of "lethargy." Such an explanation is too simple and is not consistent with what is known about human social behavior.

A more adequate explanation is needed, one that would throw some light on the social structure of the community within which schools operate, and hence provide insights for the formulation of school policies and administrative practices. It would reveal some of the points at which the life of the community impinges on the schools and at which the activities of the schools impinge on the wider community. More specifically it would reveal some of the channels of communication between the school and the public together with the consequences for the school and community.

Poll adults in Oregon community

As part of the basic policy formation study carried on in Valley City I, by the CPEA research team at the University of Oregon, data were secured for a random sampling of 260 adults in regard to the frequency of their discussions of school affairs.

For the purposes of this study the respondents were asked to indicate the frequency with which they seriously discuss school affairs with members of their immediate family, with friends, with public school teach-

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ers and with school officials. The responses were tabulated as follows:

TABLE I
Frequency of adults' discussion of school affairs

with:	% frequently	% occasionally	% not at all
family	27.4	37.8	34.8
friends	12.0	44.4	43.6
teachers	6.5	24.6	68.8
officials	5.4	17.4	77.2

These findings confirm the impressions gained from casual observation. One-third of all adults interviewed testified that school affairs are never a subject of serious discussion in their immediate family; nearly one-half do not discuss school affairs with friends; two-thirds do not discuss school affairs with teachers; and over three-quarters do not discuss them with school officials. Thus, despite the prominent position occupied by the public schools in our culture, a significant percentage of the population just does not discuss school affairs. Such matters are outside their area of attention.

(The data reported here are from a relatively stable and small community—2000 adults—and may not hold true for a large metropolitan area. It is the opinion of the author that the percentage of non-discussants will be somewhat greater in large cities but that the same factors will be at work. Hence, any generalizations developed here may be applicable to other populations.)

In regard to phenomena of this kind there are always a number of related variables. In this case there is evidence that education, income, occupation, age, parenthood status and other demographic characteristics are all related in varying degrees to the tendency to discuss school affairs. Because of the necessary limits of this report, the analysis which follows will be limited to what appears to be one of the most significant variables—level of formal education.

Table II shows a definite relation between educational level and frequency of discussion of school affairs within the *family* situation:

TABLE II
Frequency of discussion with family by educational level

level attained:	% frequently	% occasionally	% not at all
grades 1-9	15.0	36.3	48.7
grades 10-12	31.4	40.0	28.6
college	51.2	36.6	12.2

Only one out of seven of those who did not go beyond grade 9 "frequently" engage in serious conversation about schools with members of their families, whereas one out of three with a high school education and one out of two with a college education replied that they do. However, about one-third of the adults of all three educational levels "occasionally" discuss school affairs at home.

The final percent column in Table II shows that one-half of those in the lower educational level give no serious attention to the schools in family conversations, while only one out of four high-school-trained adults does not and only one out of eight college-trained adults does not. These ratios make it clear that there is a significant relation between educational level and interest in the public schools.

The relationship between educational level and discussion of school affairs with *friends*, shown in Table III, is much like that shown for discussion with families:

TABLE III
Frequency of discussion with friends by educational level

level attained:	% frequently	% occasionally	% not at all
grades 1-9	4.5	34.8	60.7
grades 10-12	16.0	48.1	35.9
college	22.0	61.0	17.0

As might be expected, the percentage of respondents reporting "frequent" discussion with friends is appreciably lower than with families. However, there is more "occasional" discussion with friends than with members of families. What is basically significant is that there is a marked increase in the percent of individuals who discuss school affairs as the educational level rises.

The same relation to educational level appears in adults' discussion of school affairs with public school teachers:

TABLE IV
Frequency of discussion with teachers by educational level

level attained:	% frequently	% occasionally	% not at all
grades 1-9	0.9	20.4	78.7
grades 10-12	5.7	24.5	69.8
college	24.4	36.6	39.0

Here it appears that practically no one of the 1-9 grade level "frequently" discusses school affairs with teachers. Even among high-school-trained adults only one out of twenty does so, but the ratio jumps to one out of four for the college level. Nearly 80 percent of those in the lower educational level have no school discussions with teachers and may hence be regarded as essentially inarticulate in this regard. It is only in the college group, where non-discussants are limited to 39%, that there is any effective contact.

Table V, the pattern of discussions with *school officials* on school affairs, shows that the percentages of discussants are lower still for all three groups:

TABLE V
Frequency of discussion with officials by educational level

level attained:	% frequently	% occasionally	% not at all
grades 1-9	0.9	14.3	84.8
grades 10-12	3.8	16.0	80.2
college	22.0	29.2	48.8

Northwest CPEA research team, including faculty and graduate students at Oregon University, go over results of community participation study.



Over 80% of the adults at both the lower and middle grade levels are not in communication about schools with school officials. In some contrast, less than half of the college group are so situated.

Regardless of the place of discussion, there appears to be a constant relation between tendency to discuss school affairs and educational level with high education making for increasing discussion. When other variables such as income and occupation are examined a similar relation is to be found with discussion rising as socio-economic status rises.

The existence of a definite relation between education and the discussion of school affairs, however, does not imply a simple casual effect for there are a variety of reasons for such a relationship.

Professional contacts with schoolmen

In the first place, those at the upper educational levels are also those most likely to occupy professional, managerial and business positions where they normally come into contact with school activities and school officials and thereby become aware of and interested in such affairs. A businessman on main street is more likely to have contacts with a member of the school board, the superintendent, the football coach or a school supervisor than is an employee of a local mill or processing plant. In this regard, differences in discussion may be related to differential positions in the social structure of the community.

Secondly, there is the possibility that the values emphasized by the schools correspond more closely to those of some socio-economic segments of the community than others. Such matters as academic achievement itself, honor societies, extra-curricular activities, school orchestras, and even school architecture may impinge more directly on the value systems of those in the upper socio-economic groups than on those whose interests are more concentrated elsewhere.

Thirdly, the activities of the schools are more likely to be functionally related to the everyday activities of those from the upper educational levels. The location of school buildings affects the real estate dealer, the athletic program affects the sporting goods dealer, the vocational training program affects the business employer, the health program may elicit the attention of the doctor.

A fourth reason for the relationships revealed here that would apply in regard to discussion with teachers and officials would be that those from the upper educational levels often feel much more at ease in talking about school affairs with those professionally engaged in education. Inevitably, there is some reticence on the part of many whose formal education was limited to the lower grades to engage in a serious discussion of educational practices with educational practitioners.

If the data and analysis presented above are valid, certain implications would seem to follow for the school administrator as well as others who are concerned with educational problems. If discussion tends to be concentrated in certain segments of the population then the nature of the discussion and the resulting influences on the schools will be affected accordingly. Rather than school affairs being deliberated by a cross-section of the community they will be examined by a particular group or level. Over a period of time this situation would inevitably have a determined effect on the kind of school policies that are established.

Who articulates for the non-discussants?

If wider or most representative discussion should be desired then it will be necessary to deliberately manipulate the factors affecting the place and extent of discussion. For instance, communities tend to be so structured that the channels of communication are characteristically more open to certain segments of the population than to others. If the affairs of the schools do not become related to the lives of certain segments of the population in the normal course of events then some arrangements would have to be worked out to create such relevancy.

There is some evidence that the school people themselves, as things now stand, are the principal supporters of the interests and needs of that segment of the population which this study reveals to be largely inarticulate. If it is felt that this phase of educational policy requires fuller support, then a way must be found to render articulate those that now are largely isolated from the policy formation process in educational affairs.

However, full awareness of the implications of differential discussion can come only with continued research in the area of community structure and the place of the school in that structure.

political participation in the community

by ROBERT E. AGGER

THIS STUDY was a preliminary investigation of some of the factors underlying political participation in local community affairs. Some of the political activities of interest included voting, work in city and school elections, discussing selected policies with others, contacting city and school officials, and memberships in organizations primarily concerned with policy-making.

A small number of community residents, who were all retail businessmen, were selected at random and intensively interviewed. While the interviewer had a long list of prepared questions, he pursued topics that were raised during the interviews which appeared relevant to an understanding of political participation.

A definition of political participation

A question that arose early in the planning of this research project concerned the definition of political participation. It was thought important for analyzing *why* people participate in political affairs to establish whether people conceived of their actions as "political," in the sense of intending to influence important community policies, or as something else, such as performing one's civic duty or conforming to the opinions of their neighbors. Such questions as the following produced some information on this point:

Are the subjects of special city (school) elections of any concern to you? (If yes: Probe.)

By discussing local policy matters do you intend to accomplish anything? (If yes: What and how? If no: Why discuss them then?)

Three examples of answers to such questions indicate that at least some political activity may be due to non-political intentions. One person said: "When I vote, I'm not concerned about the outcome—all the men running are the best—I just know I should." Another person who is a dues-paying member of a policy-oriented organi-

zation was asked why he belonged to it. "I have no interest in the . . . club; I just haven't taken the trouble to resign." Another member replied, "I pay no attention to politics [the designated purpose of the organization]. I think our group is a swell bunch of fellows and a man likes to be sociable and talk baseball now and then."

The first person's political activity might be motivated by feelings of civic duty. The second person seems to be a member in name only. His political activity may be viewed as a matter of "habit", although this term may cover a variety of motives and need further analysis. The third person is clearly motivated but his desire for conviviality is not an intention to influence policies.

In most of the cases studied, a small portion of a person's activity in civic affairs was not policy-oriented. In a few cases there are substantial differences between political activities and underlying political intentions. The problem of motivation in political activities may be important for an administrator or official who wants to know the extent that a vote on a policy problem actually reflects the views of voters on the policy itself. In many situations it would be equally important to know to what extent "members" of an organization are really members in the sense of sharing the ostensible political objectives, or the views of those in positions of leadership.

What motivates people to make policies?

The analysis of political participation, i.e., policy-oriented activity, proceeded by comparing those people who were high-participants, moderate-participants, and non-participants. Special attention was devoted to the following factors: aspirations to influence policymaking; policy opinions and attitudes; awareness of personal consequences of policies in terms of the expectation of rewards or punishments; awareness of the operation and nature of the existing political process and of one's policymaking influence.

These factors were investigated as they applied to local rather than state or national political participation. Some of the findings, again based on limited data, are noted for each factor.

Aspirations to influence policymaking. The high-participant businessmen generally aspired to active policy-formulating roles. The non-participant businessmen appeared to lack such aspirations. However, some

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who actually disliked the idea of becoming involved in policy-making themselves were moderate-participants, whereas others with similar attitudes were non-participants. A reason for the difference seems to be that a person with such negative attitudes tends to withdraw from, or remain unconcerned with, politics, but if pressured to participate he may advance into politics primarily to eliminate these pressures rather than to influence policies as such.

Negative reaction to pressures

For example, a businessman who was repeatedly urged to donate time and money for civic causes began to urge his friends to withdraw support for the organization that spearheaded these drives. Although probably not a widespread phenomenon, one wonders to what extent people join negative and destructive political organizations and groups as a reaction to pressures for time, money and energies.

Policy opinions and attitudes. A majority of the high-participants have moderate and tentative policy opinions. These high-participants are members of the most powerful policy-making group. Their flexible opinions facilitate their capacity to make policies and safeguard their power positions, since they can more easily accommodate themselves to a wide variety of policy demands.

Motivations of the out-of-power

Their power positions in turn reinforce their flexibility. Since they have what they want, there is no necessity for them to make intense, extreme and inflexible political demands. One member of a group which is out of power had intense and extreme policy opinions. Such opinions are also shared by non-participants who dislike the existing power structure as they conceived it.

Awareness of personal consequences of policies. The more aware people were of the consequences that community-wide policies had for themselves, their families and friends, the higher their participation tended to be. The exceptions can be understood in terms of the other factors. One man who felt strongly that the school system's recreational program was "bad" had decided aversions to participation, and his social isolation tended to prevent whatever influence his criticisms may have had.

Awareness of political processes. The awareness of the existence of some sort of power structure, and awareness of the existence of groups with different policy interests are a necessary condition to participation but are not adequate to explain variations in the quantity of participation among the moderate and high participants. In other words, the awareness of the existence of channels of influence in shaping policies are a prerequisite to any efforts to actually influence policy. The fact that one man may have more to say about policy-making than others or have varying amounts of satisfaction or dissatisfaction with the degree of power he thought that he possessed is not a sufficient basis to understand political participation.

The data analysis suggested a refinement in the factor

of aspirations for playing roles in policy-making. When asked about their aspirations, respondents occasionally distinguished between their current and ideal aspirations. An example, "I feel that I have to work hard for this thing, but when it's done, I'll be happy to let other people concern themselves." This seems to suggest that difficulty in attaining one's goals fosters participation. But the data further suggest that a certain amount of "success" in attaining one's important goals is necessary for a person to continue to participate. However, some persons evidenced decreasing participation as they became more successful—permitting their ideal role aspirations to take over as they became aware that their goals were being furthered or protected by others active in the political process.

Influence of the power structure

Another factor of importance in understanding the dynamics of political participation is the community power structure. It is important in several ways. First, the policy opinions of people who are powerful may determine whether other people feel threatened or secure, compelled to participate in policy-making or content to let others make policy. Second, the power structure may afford facilities for participation or may impede participation. And the channels of participation may be open to some and closed to others.

For example, one person who strongly advocated enlarged recreational facilities for the community felt thwarted because of his failure to enlist the support of those civic organizations that were influenced by the key policy-makers in the community. In another, perhaps larger, community, an existing organization to improve recreational facilities may have afforded him the necessary channels for participation. Again, the fear of new policy-oriented organizations in this community stimulated certain men in position of power to use economic sanctions against a person who threatened to create a new organization. In other communities, or in the context of different political structures, different sanctions may be used for different reasons with different results for political participation.

Parental status an undependable factor

The complexity of the dynamics of political participation is indicated by the finding of a lack of correlation between parenthood status of having children in the public schools and political participation. A non-participant, who had a daughter in the public schools, took the position that he was not competent to criticize, positively or negatively, the workings of the schools. A high-participant, on the other hand, had no children in school but was definitely interested in school policies. He was concerned about school finances, his taxes and the effects of the school—as he saw them—on the attitudes of his labor supply of part-time student clerks toward work and play.

Much more work is needed to clarify and specify the conditions where children or the absence of children in

a family may have an impact on participation in public school affairs.

In conclusion, the high-participant appears to be motivated by a desire to play an active policy-formulating role, whereas the non-participant appears to be either

unconcerned or actually adverse to playing such a political role. The moderate-participants either desired to have somewhat less active and less influential policy-making roles, or they participated because they desired to eliminate unwanted pressures for playing political roles.

northwest cpea

how do school boards determine policies?

by KEITH GOLDHAMMER

IF THE PRIMARY function of the school board is to determine policies for the school district, then one of the school superintendent's most important relationships is with the members of the board as they meet to function as the district's central legislative body.

As part of the Community Study Project of the Pacific Northwest CPEA, a study was made of the roles of school district officials in policy determination and the manner in which individuals charged with this responsibility behave in their deliberations. Particular emphasis was placed upon isolating the recurrent patterns that characterize the interpersonal relationships of these officials.

Utilizing modifications of various techniques of group analysis, it was discovered that for the particular situation studies:

The superintendent of schools was the focal point of the majority of the interactions that took place between the members of the board at their meetings. Primarily, this took the form of interrogations and the superintendent's response with information, recommendations or opinions.

In a typical meeting, an intensive analysis of interaction patterns revealed that a total of 91 questions of information and 17 questions of analysis were directed to the superintendent of schools who responded with 128 statements of information and analysis.

The key relationship was between the superintendent of schools and the chairman of the school board, who

held an important power-position both on the school board and within the community. The board chairman closely questioned the superintendent about issues as they arose on the agenda or were brought up by board members. The superintendent frequently was in doubt as to the purpose behind such questioning, and when thus placed on the defensive was reserved and cautious to the point of being evasive about the information that he presented.

This bi-lateral exchange between the board chairman and the superintendent tended to structure the deliberations of the group, in so far as the other members were concerned, so that they either fell in with the question-and-answer routine or remained silent during the interchange. The chairman initiated nearly half of the questions directed to the superintendent.

Consequently, the major interaction among all members of the board took place between individual and individual, with frequent interruptions or reinforcement of the pattern of interrogation established by the initiator of the interaction. Of the 473 interactions of a typical meeting, only 52, or approximately 11 per cent, were group oriented.

Observed hostility and reluctance in group

Conflict frequently tended to become an individual matter involving personal feelings and sensitivities rather than actions of individuals working in a group to deal with problems of general concern. The low level of group cohesiveness was further indicated by frequent manifestations of hostility in the emotional tone of the deliberations and in the reluctance with which some of the board members maintained their tenure on the board.

On the basis of a group-analysis technique developed by Ostrom and Goldhammer, the step-by-step procedures through which the board arrived at decisions was charted. The general procedure was as follows:

1. The superintendent introduced a problem to the members of the board. Sometimes he was called upon to

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do so by the chairman, although more frequently he proceeded on his own initiative.

2. The superintendent presented a brief statement of the background for the problem, and the issues involved, and then made his recommendation to the board.

3. The members questioned the superintendent for further information and the analysis of the data that he had given them.

4. The members raised questions about the recommendation, introduced topics related to the main topic under consideration, introduced alternative proposals, and either agreed upon the recommendations or worked out new ones. Usually, some regularization of the information at hand was sought so that justification for the final proposal arose out of the discussion.

5. Three alternatives were than used: *Alternative 1.* A motion was made, seconded and carried, and the next order of business was called for. *Alternative 2.* The chairman of the board was asked or would inquire himself if a motion was necessary. He usually declared that a consensus had been arrived at and there was no need to clutter up the books with a motion. The issue was then dropped. *Alternative 3.* The information was not sufficient for the members to come to a conclusion, so the matter was deferred for further study and investigation. The superintendent may have been asked to bring specific information to the next meeting.

Superintendent structures deliberation

Making policies by consensus without formal motion became a source of difficulty since no one could feel confident in the execution of board policy without an explicit statement of that policy, especially where the board's decision was legally necessary for action.

The analysis indicated that the superintendent of schools played a critical role in structuring the deliberations of the school board. When the superintendent worked out the agenda for the meeting, he developed the framework within which the decisions of the board would be made. Members other than the chairman were consulted infrequently regarding the agenda. More significantly, the fundamental pattern of interrogation or cross examination—the method of deliberation utilized by this board in reaching policy decisions—centered about the function of providing the necessary information upon which to base decisions.

As a professional administrator and expert, the superintendent of schools carried an especially important responsibility for informing board members so that they might act on the basis of adequate intelligence. The board's response to the scanty statement of facts and analysis of issues in the superintendent's reports was to interrogate the superintendent at great lengths.

Chairman, superintendent vie as leader

The pattern of interrogation tended to shift the focus of leadership in the group. While the chairman technically headed the meeting, he was scarcely the leader of the discussion or the central focus of deliberation. As

the chairman became the principal interrogator, the superintendent was placed in the position of being the dispenser of information.

Once this role was established, the superintendent became the central focus of the group and the orienter and leader of the deliberation. To regain his position of leadership, the chairman had to divert the group from the superintendent to himself. As a result of this competition for group leadership, anxieties and tensions were produced which tended to increase conflict and heighten the emotional quality of the deliberations. At times the pattern of interrogation tended toward a strategy of entrapment by the chairman and evasion by the superintendent. Under those circumstances the feelings of hostility became so intense as to affect adversely the personal relations of those responsible for determining school policies and indirectly the morale of the entire school system.

Reaching decisions took time

Although the school board is presumed to work as a legal entity, this study of the operation of a school board shows that it was composed of different individuals who brought to the situation different perspectives and different goals. The board meeting, or the process of policy-formation, was the framework within which these differences had to be worked out so that basic operating procedures could be realized.

The basic problem confronting this school board was that of securing the desired information before decisions could be made. The board members were reluctant to vote on an issue until all the factors which they deemed pertinent to the situation were fully realized. This meant long board meetings and close questioning of the superintendent of schools.

Need information before meeting

It is likely that a different perspective of the process would have resulted had the board members been involved in the collection of some of the information for themselves or if the superintendent had provided them more information in a variety of forms and occasions. This became a critical problem for both the superintendent and the members of the board—since this information was secured by a cross-examination technique, the superintendent thought that he was being "put on the spot," while the board members tended to feel that he was withholding information from them.

This case study of the policy-formation process would seem to indicate that deliberative groups develop highly consistent patterns for resolving practical problems of policy. Furthermore, these patterns have significant consequences for the working effectiveness of the group and their capacity to arrive at effective decisions of policy.

An awareness of the nature of these patterns and the consequences they produce creates the possibilities that patterns of deliberations may be re-structured to provide a more effective milieu for making educational policies in a local community.

Many Educational Groups Plan Meetings During AASA Convention in St. Louis

ST. LOUIS—AASA and St. Louis officials are putting finishing touches on meeting and housing arrangements, as central regional convention time of the professional organization grows closer.

The theme for the meeting February 26 to March 2—as well as for the western regional convention, March 12 to 16 at Denver, and the eastern regional, April 2 to 6 at Cleveland—is “Education, an Investment in America’s Future.”

Scheduled speakers, discussion groups, breakfasts, luncheons, musical entertainment, awards, etc., for the St. Louis convention were listed on page 106 in *Spotlight* last month.

Meanwhile, it was announced that the following organizations will meet in St. Louis during the AASA convention: American Educational Research Association, Department of Rural Education, Department of Classroom Teachers, Council of Chief State

School Officers, Association for Childhood Education International, National Association for Nursery Education.

National Society for the Study of Education, National Institutional Teacher Placement Association, International Council for Exceptional Children, National School Public Relations Association, Educational Policies Commission, Save the Children Federation, Horace Mann League.

The following groups are also meeting: National Conference of

Nixon Will Talk At Cleveland

WASHINGTON — Vice-President Richard M. Nixon will address the central regional convention



at Cleveland, Sunday evening, April 3, reports a bulletin from AASA headquarters.

Professors of Educational Administration, National Art Education Association, National Aviation Education Council, National School Boards Association, National Conference on Research in English, Superintendents of Schools in Federally-Affected School Districts, National Council on Measurements Used in Education.

National Advisory Committee on the Education of Negroes, Educational Press Association of America, International Council for the Improvement of Reading Instruction, National Council on Teacher Retirement, National Council for Educational Travel and Superintendents of Schools in Cities Over 200,000 Population.

With the Denver convention, March 12 to 16, not so far away either, the schedule of speakers, meetings and events is fast falling into orderly form.

The following will address the convention, reports Worth McClure, AASA executive secretary: Senator Clinton P. Anderson (D.-N. M.); General Thomas D. White, vice-chief of staff, U. S. Air Force and Walter Lippman, New York *Herald-Tribune* Syndicate.

Providing musical entertainment

A steamboat winds its way up the muddy Mississippi past St. Louis docks. The river city will be host to school administrators attending AASA's central regional convention meeting here February 26 to March 2 (see story above).



will be the ROTC Male Chorus, Centennial High School, Pueblo, Colo.; Boulder High School Orchestra, Boulder Public Schools, Boulder, Colo. and a concert band from one of the Denver High Schools.

The following states will hold breakfasts Tuesday morning, March 15: California, Colorado, Kansas, Nebraska, Oregon and Texas.

Luncheons will be sponsored that day by Schoolmasters divisions of the Kiwanis, Lions and Rotary Clubs.

Discussion groups scheduled

About 55 discussion group meetings have been scheduled, covering such topics as desegregation, instructional program, public relations, teacher recruitment, school building, community teamwork, finance, reorganization, transportation and maintenance.

Many of these meetings will be held jointly with other educational groups.

Addressing the Cleveland convention will be Beardsley Ruml, author of the pay-as-you-go income tax plan, and chairman of the Public Education Finance Committee of the National Citizens Commission for the Public Schools, which recently issued the report, *Financing Public Education in the Decade Ahead* (see Spotlight, January, page 107).

W. M. Osterberg, superintendent of schools, Salina, Kan., will speak at Cleveland on "What is Right with Our Schools."

Conn. Conference Discusses Program, Staff, \$, Bldg.

HARTFORD, Conn.—Connecticut has conducted annual state-wide conferences on education since 1948. This year's seventh annual meeting took on added significance when officially designated by Governor John Lodge as the state conference to precede the White House meeting in 1955.

The conference centered around four basic topics—educational program, personnel, building facilities and finance—each of which was discussed in section meetings, and re-

Headliners at the AASA conventions; three at vespers, four at general sessions



Hager



Oxnam



Rogness



Anderson



Lippman



White



Ruml

White House Meeting will Highlight K-12 Because of Immediate Enrollment Problem

WASHINGTON—The White House Conference on Education "will give primary attention to the broad and general problems of elementary and secondary school education, but will consider these problems in relation to our total system of education from primary school through the university," declares a recent statement of policy by the committee organizing the meeting.

The committee states that the theme of the November 28-December 1 conference could be "American Education—20th Century," with discussion centering on "Where are we—how did we get here—where do we want to go—how do we get there?"

Reducing the "hundreds, indeed thousands, of different problems" facing schools throughout the states and territories to "common denominators," the committee lists the following:

"1. What should our schools accomplish?"

"2. How can we get the school fa-

cilities we need?

"3. How can we get enough good teachers—and keep them?"

"4. How can we organize our school systems most efficiently and economically?"

"5. How can we pay for our schools?"

"6. How can we obtain continuing public support of education?"

In elaborating on the point that the meeting will concentrate on elementary and secondary education, the statement explains that "the most immediately pressing problems are to be found" in these levels, "faced with the great increases in enrollment which will not affect post-high school institutions until later."

However, the report emphasizes, "the conference will seek a comprehensive view of our entire educational system and may wish to recommend subsequent studies of those

points of the system not adequately covered in its limited one-year study."

Because conference planners want to give all participants "an opportunity to enter into the discussions" at the meeting, "the bulk of the time would be devoted to small meetings where everyone participates."

"Panels and other 'talk to' sessions would be held to a minimum

both in number and duration."

The statement recognizes the opportunity the conference offers "both before and after to broaden the basis of understanding and concern for our educational systems."

"Every opportunity should be taken to reach the general public to keep them aware of the plans for and results from the several conferences."

Aside from the purposes of spread-

ing knowledge and interest in education, creating concern on the part of citizens toward their responsibilities along these lines and stimulating analysis of the current scene, two main goals of the conference will be:

"1. Providing examples of solutions to educational problems and inspiration for an accelerated effort in planning more action programs of school improvement.

"2. Providing the basis for a report to the President of the significant and pressing problems in the field of education and making recommendations insofar as possible for their solution."

The Committee for the White House Conference is composed of over 30 educators and lay citizens.

Chairman is Neil H. McElroy, president, Procter & Gamble Company, Cincinnati and vice-chairman is Finis E. Engleman, Connecticut state commissioner of education, Hartford.

Adopt Severance Tax to Help Schools, Neb. Meeting Asks

KEARNEY, Neb.—"Enactment of a severance tax on gas, oil, coal and all other minerals taken from the earth with proceeds from such tax to go to the public schools of the state," was urged by participants at the Governor's Lay Leadership Conference on Education.

Meeting here November 22, the delegates also asked for higher teacher certification standards and for measures to promote school district reorganization.

The participants urged Governor Robert Crosby to appoint a committee to draft legislation embodying these proposals, and submit same to them at another conference held prior to the January convening of the state legislature.

The November 22 conference was the second of a series of governor's conferences on Nebraska's educational situation. The first was held last spring.

Comparing today's situation in education as comparable to America's military position at the time of Pearl Harbor, Governor Crosby urged im-

Winners in School Design Competition To Receive Plaques, Scrolls at St. Louis

NEW YORK—The public is invited to attend the announcement of winners of THE SCHOOL EXECUTIVE's fourth annual Competition for Better School Design, 4:00 Saturday afternoon, February 26, at Assembly Hall 3, Kiel Auditorium, St. Louis.

The five top award winners, all of whom are architectural firms submitting outstanding entries in the competition for schools built during 1954, will receive bronze plaques.

Presenting the plaques to the recipients will be Pearl A. Wanamaker, Washington superintendent of public instruction, Olympia; Mary M. Condon, Montana superintendent of public instruction, Helena; F. M. Raubinger, New Jersey commissioner of education, Trenton; Lewis A. Wilson, New York commissioner of education, Albany and Hubert Wheeler, Missouri commissioner of education,

Jefferson City.

In addition, architects whose schools merit honorable mention will receive scrolls, as will those whose schools deserve special feature awards.

William W. Caudill, AIA, Caudill, Rowlett, Scott and Associates, Bryan, Texas will speak on the purposes of the annual competition. Walter D. Cocking, editor, THE SCHOOL EXECUTIVE will serve as master of ceremonies.

Following the awards presentation, the winning architectural entries will go on exhibit at Booth B-24 in the exhibit hall for AASA's central regional convention, February 26 to March 2, at St. Louis.

The jury panel of five judges includes three architects, one school plant specialist and one superintendent of schools.

Visitors at last year's AASA convention pause at exhibit of winning entries in annual Competition for Better School Design, sponsored by The School Executive (see story above).





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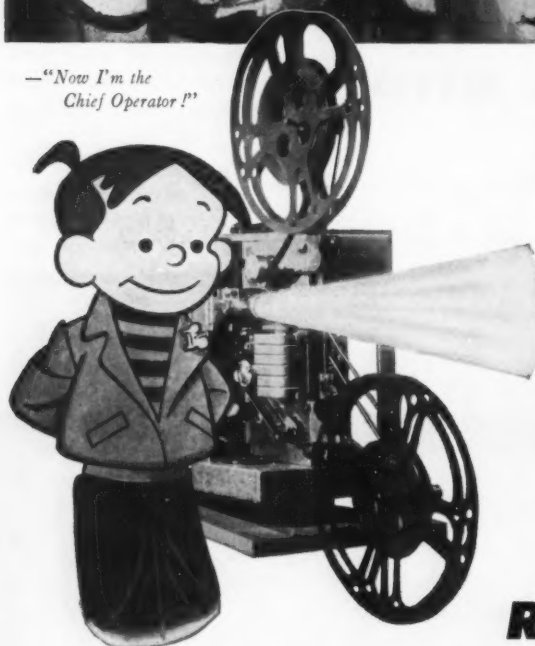
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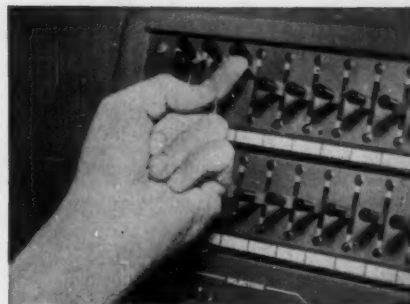
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mediate and vigorous action if the next generation in the U. S. is to maintain its position of world leadership.

John H. Swenson, field representative of the White House Conference on Education, told delegates at a noon luncheon meeting that the Federal government believes primary responsibility for solving school problems lies with state and local communities.

At the dinner meeting that evening, Clifford M. Mardin, Chancellor, University of Nebraska declared that education is good business and that its needs and costs should be discussed without apology or timidity.

The school room, laboratory and lecture hall are merely stepping stones, not terminal points in education as a life process and dynamic endeavor, he emphasized.

Wyo. Conference Adopts Report of Citizens Group

CHEYENNE, Wyo.—The Governor's Conference on Education held here November 19 and 20 endorsed the recommendations on educational standards and policies, made by the Wyoming Citizens Committee, reports Mrs. Fred D. Boice, committee chairman.

The recommendations began with the basic premise that every child in the state is entitled to an opportunity to attend a clean well-equipped, well-located, adequately-sized school for 180 days each year under instruction from a graduate teacher.

Other principles endorsed by the 900 lay and professional citizens in attendance, according to Mrs. Boice, follow:

1. Teachers should have supervisory personnel on a ratio of eight to one.
2. This, plus the minimum standards described above, entails an expense per classroom unit of \$5,500.
3. Responsibility for financing this should be divided half-and-half between state and local district.
4. The local district should be

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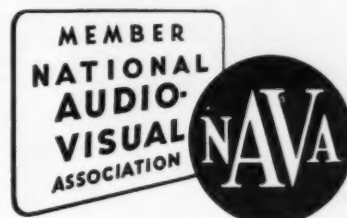
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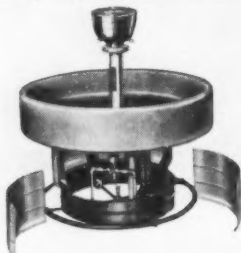
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MORE SCHOOLS AGREE ON SANITARY WASH FIXTURES



Above: Bradley Washfountain located just outside the cafeteria in Salisbury, Md., High School. Architect: Edwin Wilson Booth.



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S. Wesley MacConnell

Rowland School, Cleveland
Architect: Charles Bacon Rowley

Below:
Pitcher School, Detroit
Architect: George D. Mason



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granted a tax leeway of about 40 percent over its allowed maximum, with which to provide an expanded program over the basic foundation program.

5. All state funds shall be channeled through one foundation program fund, and distributed on basis of need.

6. All taxable valuations in Wyoming shall bear a part of the cost for a twelve-year program of public education.

The conference heard talks from Governor Milward L. Simpson and W. A. Early, superintendent of schools, Savannah, Ga. and former NEA president.

Final summary and evaluation was presented by Edgar L. Morphet, professor of education, school of education, University of California.

College Enrollment at Peak Now, Little Reports

WASHINGTON—College and university enrollment in the United States this fall is the highest ever recorded, J. Kenneth Little, deputy commissioner of education, U. S. Department of Health, Education, and Welfare, announced today.

"Totalling 2,472,000 students, the estimate of 1954 fall enrollment is 0.6 percent higher than the previous all-time enrollment of 2,457,000 reported in 1949," Dr. Little said.

The 1954 estimate, based on returns to the Office of Education from 85 percent of the nation's 1,900 institutions of higher education, represents a rise in student enrollment of 10 percent over that of 1953. Last year's enrollment was 2,251,000 students.

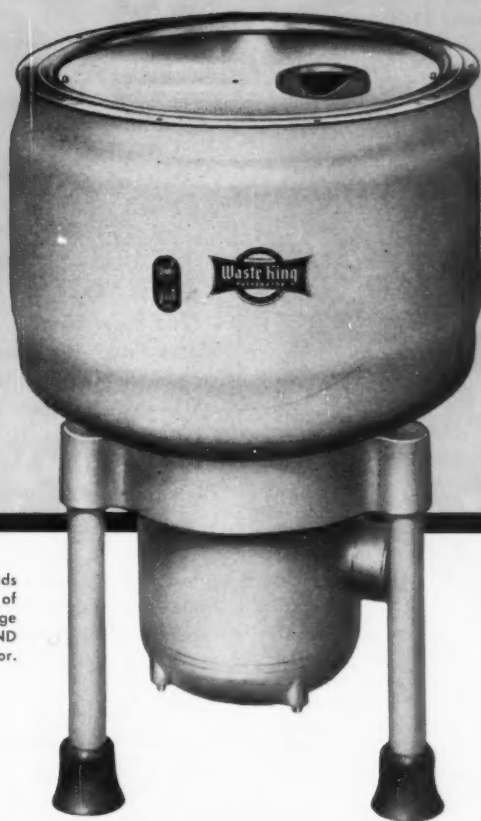
"This is the third consecutive year in which college and university enrollments have increased. Except for the years immediately following World War II, when large numbers of veterans were attending college under G. I. educational benefits, the 10 percent increase in number of students this fall over last fall is the largest single-year increase percent-

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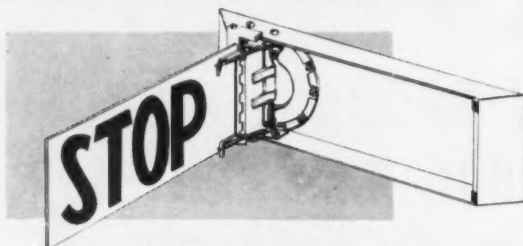
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age-wise since the mid-thirties," Dr. Little said.

"The estimated 636,000 new students enrolled this fall is the second highest enrollment of new students in the Nation's history . . . exceeded only by the 1946 enrollment of 696,000 which included the very large group of veterans of World War II who were entering college for the first time," Dr. Little said.

Yale Committee Studies Secondary Education

NEW HAVEN, Conn.—A special committee is now making a two-year study of the needs and problems of secondary education in the United States for Yale University, according to A. Whitney Griswold, president.

The findings of the committee will serve as a basis for planning and developing teacher training programs at Yale in view of the acute need for teachers, Dr. Griswold declared.

The eight-member committee includes three experienced representatives of public secondary schools.

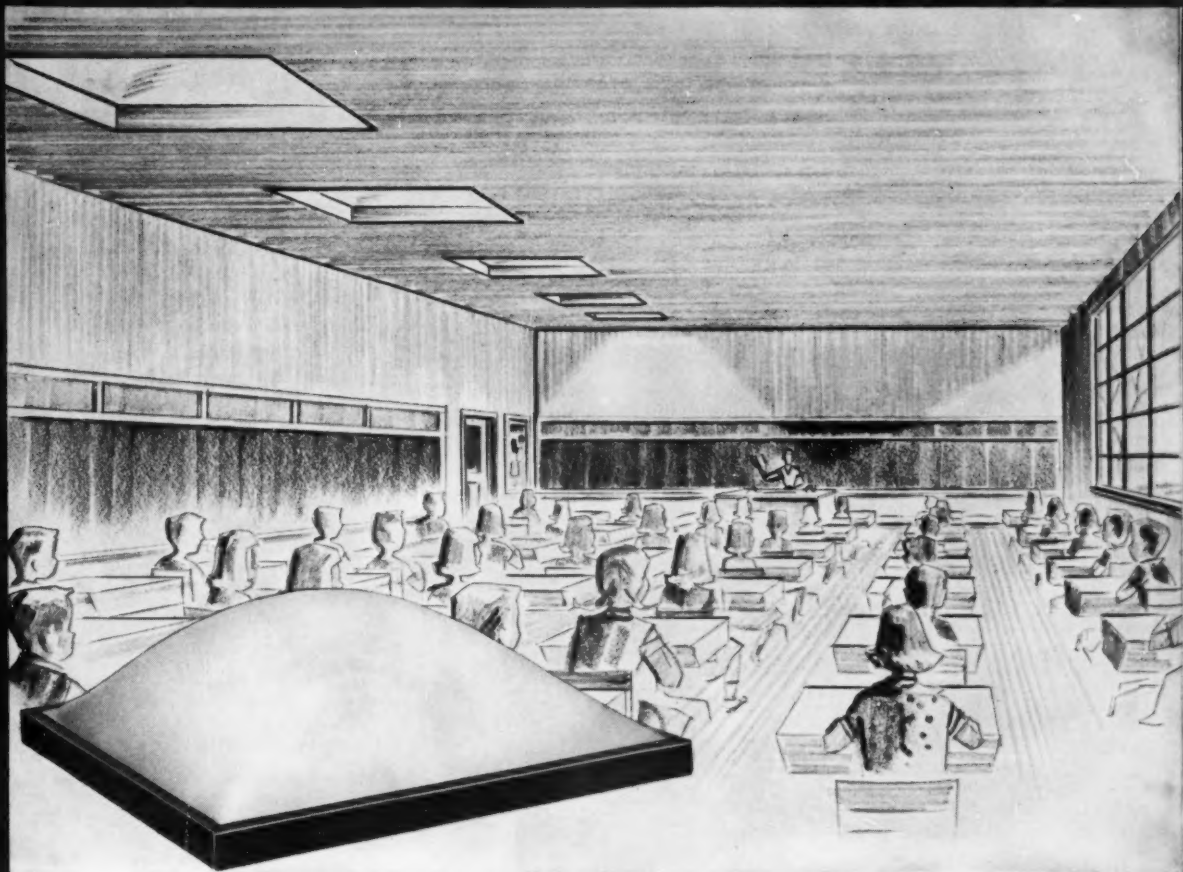
They are Matthew Page Gaffney, superintendent emeritus, New Trier Township High School, Winnetka, Ill.; Lester Weldon Nelson, former principal Scarsdale High School, Scarsdale, N. Y., now consultant for the Fund for the Advancement of Education and William J. Sanders, superintendent, Springfield, Mass.

AASA '55 Yearbook Out; Covers Staff Relations

WASHINGTON—Staff Relations in *School Administration*, 1955 yearbook of AASA, has just been published Jan. 31.

The book's eleven chapters cover personnel procedures, forces motivating human behavior, teamwork and individual development, fiscal matters, school community relations and evaluation of staff relationships.

Members of the AASA commission which prepared the yearbook are Henry I. Willett, chairman, superin-



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tendent of schools, Richmond, Va.; Lura Bennett, classroom teacher, Raton High School, Raton, N. M.; Francis S. Chase, chairman, Department of Education, University of Chicago; Willard S. Elsbree, professor of Education, Teachers College, Columbia University and Melvin Gruwell, superintendent, Fremont County Joint School District A-215, St. Anthony, Idaho.

Also on the commission are

Charles B. Park, director of special studies, Central Michigan College of Education; G. E. Rast, superintendent of schools, Westport, Conn.; N. C. Turpen, superintendent of schools, Fayette County schools, Lexington, Ky.; Edward M. Tuttle, executive secretary, National School Boards Association, Inc., Chicago; Louis Weller, principal, Benjamin Franklin School, San Diego, Calif.

Every AASA member will receive one copy of the yearbook. Others may purchase it for \$5.00 from AASA, 1201 Sixteenth St., N. W., Washington 6.



These illustrations of the undesirable (above) and the preferred (below) relationship between staff levels in educational planning are reproduced from AASA's 1955 yearbook (story at left).



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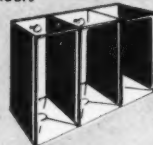
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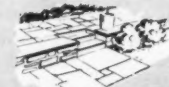
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Cooper Named Associate Secretary for AASA

WASHINGTON—Shirley Cooper, assistant secretary of AASA for the past five years, was appointed associate secretary at a recent meeting of the AASA executive committee.

Dr. Cooper joined the AASA staff in 1949, coming from the University of Wisconsin, where, as assistant professor of education, he took an active part in the school district reorganization program of that state.

Previously he served for two years as assistant director of the Division of Rural Service of NEA.

McClure, White Continue on U. S. Comm. for UNESCO

WASHINGTON—Two departments of NEA—AASA and the Department of Classroom Teachers—have been invited by the U. S. National Commission for UNESCO to continue their membership on the National Commission.

The executive committees of the two departments have reappointed Worth McClure, AASA executive secretary, and Ruth Ann White, classroom teacher, Rockford, Ill., respectively, to serve their second three-year terms on the Commission. Both Miss

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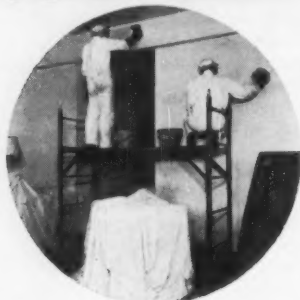


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White and Dr. McClure are completing their first three-year terms on the Commission.

School Board Group Meets in St. Louis

CHICAGO—Those attending the annual convention of the National School Boards Association, February 24-26 in St. Louis, will hear from leaders in education, lay and professional, reports Edward M. Tuttle, executive secretary.

Among these are NEA and AASA presidents Waurine Walker and Jordan L. Larson.

Leaders from the National Con-



Stratton



Tuttle

gress of Parents and Teachers, National Citizens Commission for the Public Schools and Committee for the White House Conference on Education will also speak.

Also scheduled are panels on subjects like building, teacher recruitment, educational TV and civil defense.

President at general sessions will be J. G. Stratton, NSBA president and O. H. Roberts, Jr., first vice-president.

Many Honor Susan Anthony On Her Birthday, Feb. 15

As schools throughout the nation observe the birthday celebrations of George Washington and Abraham Lincoln, many will pause a third day in the month of emancipators to pay tribute to Susan B. Anthony on the 15th.

Three states—California, Colorado and Minnesota—observe Miss An-

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thony's birthday officially, while in others, governors' proclamations are made in her honor.

Born on February 15, 1820, Miss Anthony is best known for her work to help women secure the right to vote. Her efforts towards equality for women teachers and for co-education



have not gone unnoticed by educators, however.

The electors of the Hall of Fame of New York University some years ago placed her alongside other Americans so honored.

NEA has published Personal Growth Leaflet 88, which describes her work.

Entitled *Susan B. Anthony, Apostle of Freedom*, copies are available for five cents each from NEA, 1201 Sixteenth St., N. W., Washington 6.

SWCPEA Conference Studies Exec. Preparation

DENVER—Participants in the fourth annual Southwestern Conference on Improving Preparation Programs for School Administrations devoted major attention to the implications of school administrative leadership in a democratic society, and its relationship to the objectives of preparation programs, reports Harold E. Moore, chairman, CPEA regional committee.

Meeting December 12 to 15 at the School of Education, University of Denver, the delegates represented administrators from Arkansas, Colorado, New Mexico, Oklahoma and Texas.

L. D. Haskew, dean, University of Texas, in presenting the "Place of Objectives in Program Planning," reminded the group that the gap between program and objectives was

Now

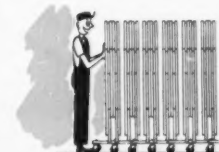
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The NEW *Erickson*
Portable Fold-A-Way
Table with Benches

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Here's an important solution to the problem of overcrowding. Using the new Erickson Portable Fold-A-Way Table with Benches you can convert a gymnasium, corridor or multi-purpose room into a lunchroom . . . in just a few minutes!

Each Table seats 24 students on Benches that are built with the tough plastic laminate that means l-o-n-g service. Each Table sets up in only 15 seconds, by one man, in one simple operation. This fast conversion enables you to keep valuable floor space busy right through the day.

They're extremely portable. Units Wheel-A-Way on their own rubber-tired casters. They Store-A-Way in surprisingly little space. For example, seating capacity for 240 students (10 tables) will store in only 4½ by 10 ft.

It will pay you to investigate these new Tables for use in your school. Write for new catalog.



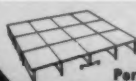
Banquet Tables

Tables without
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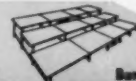
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Portable Stages



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SPOTLIGHT

too great.

While it is recognized that programs without objectives cannot be adequate, the admonition was given to avoid "idealized" objectives mainly composed of those particular ideas on which common agreement could easily be reached.

He also emphasized that those in charge of planning programs should

be committed to re-design any part of a program which does not measure up to "concrete" objectives, and to be extremely "hard-boiled" in selecting program objectives which will do the job at hand.

Morris Wallace of Oklahoma A & M; G. D. Morrison, Colorado State College of Education; Paul V. Petty, University of Arkansas; Henry F. Alves, director, SWCEA, University of Texas; Roy Hall, of the University of Texas; R. L. Hunt, New Mexico Western College and A. M. Donner,

University of Houston, were in charge of various conference general sessions.

Participants on the program from the University of Denver included Chancellor Chester M. Alter; Dr. Moore, director, School of Education; Lloyd A. Garrison, dean, Graduate College and Charles W. Merrifield, Social Science Department.

Superintendents, principals and personnel from the state departments of education were present to give the conference a picture of how the preparation programs look from their point of view.

Panel discusses preparation

A conference highlight was a panel of superintendents from large and small school districts who gave frank opinions concerning the present preparation programs.

They pointed out that it was difficult to improve one area of preparation, namely that for superintendents, without also giving attention to the preparation of other administrative personnel, namely principals and supervisors.

It was also suggested that progress in improving school administration is aided to a great extent when the local boards of education are willing to accept and meet the challenge of leadership roles in our rapidly expanding society.

Dr. Alves brought the group up-to-date on the status of CPEA funds and the outlook for future assistance from the Kellogg Foundation in this particular program.

Conference accepts several concepts

The conference, in general, accepted the following concepts:

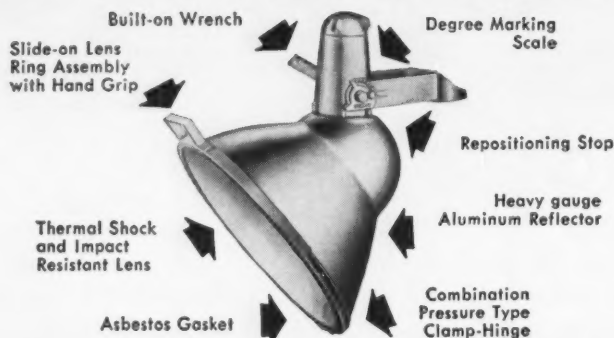
1. American administrators, after examining different interpretations of the nature of society, must arrive at clear perceptions and insights.

2. It is the responsibility of education to be sensitive to cultural change and of the school to supplement other social institutions and agencies in reducing cultural lag.

3. The concept of freedom from unnecessary restrictions makes pos-

SE-288

NEW FLOODLIGHT PROVIDES EFFICIENT LOWER COST SPORTS AREA LIGHTING



The new Steber "Sportsliter" combines more economy, more efficiency and greater durability and long life than ever before. Every quality feature necessary for the best sports area lighting is built in, yet the cost is surprisingly low!



Flush Mounting



Pendant Mounting



Surface Mounting

Sportsliters are available in open and enclosed models for 750, 1000 and 1500 watt lamps. The heavy gauge aluminum reflector is finished in Anodal, an exclusive Steber electro-chemical treatment which gives the aluminum a hard, smooth, non-corrosive, weatherproof surface.

Bulletin 127-53 gives complete details and typical layouts for various sports activities. The Steber Engineering Department will be glad to furnish special lighting layouts if you will write giving size and type of area to be illuminated and light intensity desired. No obligation, of course.

New Steber Gymnasium Fixtures Maintain High Level Illumination

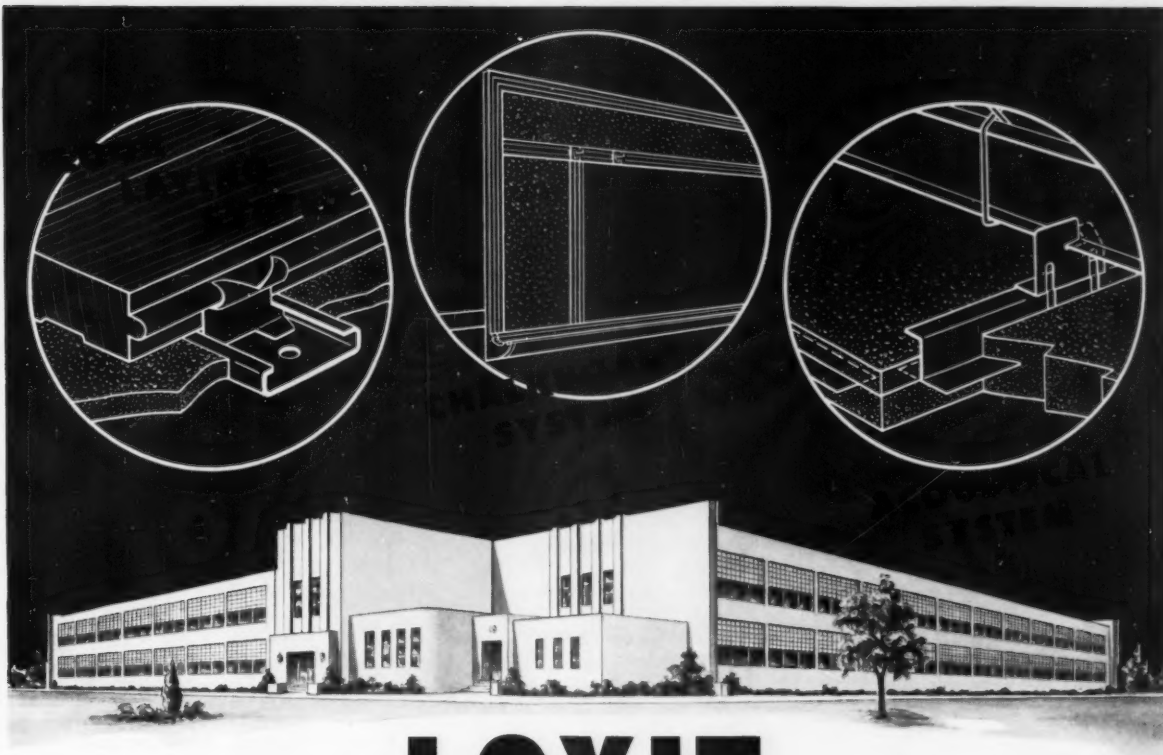
Steber fixtures use R-40 or R-52 reflector lamps to provide constant, efficient, economical illumination. Eliminating bulky reflectors cuts down maintenance and reduces the cost of the Steber units. When lamps are replaced, new reflecting surfaces are automatically installed. *Light output of the units will always be as efficient as the day your Steber Units are installed!*

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• For more than fifty years, school boards throughout the country have chosen Peterson quality furniture. The Peterson staff of engineers continual research and experimental work in collaboration with leading educators assures you of equipment designed in keeping with modern teaching requirements. Your request for free consultation and literature is urged. No obligation of course.



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sible freedom to attain creative self-realization and, therefore, greater contribution to society.

4. A truly "democratic" institution will make maximum use of the human resources at its command by providing opportunities for intercommunication, free inquiry and making group decisions.

5. A continuous re-examination of authority and values accelerates social progress.

6. It is the job of education to insure the development of the kinds of social skills, attitudes and behaviors in each generation which will enable it to cope with its own challenges, rather than to indoctrinate for preconceived social ends.

The conference accepted the proposal of its regional committee, composed of two members from each state in the area, to continue the annual meeting.

Oklahoma was selected as host state for 1955 and New Mexico will be host state in 1956.

Brotherhood Week Theme—"One Nation Under God"

NEW YORK—The 1955 theme for Brotherhood Week, February 20 to 27, is "One Nation Under God," announces the National Conference of Christians and Jews, sponsors of the event.

The purpose of the annual observance is to give people an opportunity to re-dedicate themselves as individuals to the ideals of respect for people and human rights, according to Everett R. Clinchy, NCCJ president.

President Eisenhower is serving as honorary chairman of the week.

Program tools are available from NCCJ, 381 Fouth Avenue, New York 16.

School Film Showings Now Six Times Over '40 Figures

CHICAGO—A youngster today sees more than six times as many films in school as in 1940, according to a

How noisy schools become quiet halls of learning!

Johns-Manville Fibretone Acoustical Ceilings reduce disturbing noise in the corridors and classrooms of this school... help provide quiet that increases teaching efficiency.



Johns-Manville

FIBRETONE ACOUSTICAL TILES

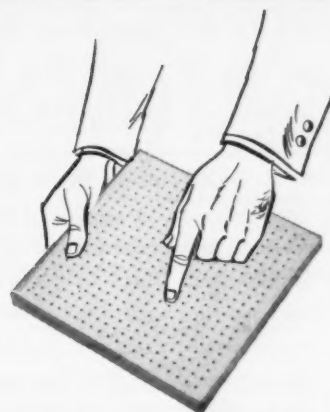
reduce disturbing noise at low cost

BECAUSE distracting noise is so harmful to efficiency in any activity, practically all new building specifications include acoustical ceilings for sound absorption. However, just because your present building was constructed before sound control became an established science, there is no reason for you to be handicapped by noise. You can have a Johns-Manville Fibretone* Acoustical Ceiling quickly installed over your present ceiling.

Johns-Manville Fibretone offers an acoustical ceiling which is highly efficient yet modest in

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For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. SE, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario. *Reg. U. S. Pat. Off.



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PELLA WOOD FOLDING DOORS are of *solid* wood panel construction — spring hinged. They are made to fit your requirements in beautiful, selected Philippine mahogany, pine, oak or birch veneers . . . finished or unfinished. PELLA DOORS have been tested for their sound-retardant properties by Armour Research Foundation's Acoustical Laboratory. Installation is easy because PELLA DOORS are prefitted and factory assembled. Send for FREE LITERATURE and name of nearest PELLA dealer.

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SPOTLIGHT

recent report by the National Audio-Visual Association.

Educators attending the convention agreed that the increasing interest in audio-visual education will continue its accelerated pace.

Film circulation in the Chicago schools has increased 50 percent in the last five years, according to A. A. Geisert, assistant director, Chicago Division of Visual Education.

Chicago schools have over 1,100 projectors

He reported that the schools possess more than 1,100 sound film projectors; that every school has at least one projector and some of the larger schools as many as seven. More than half of the schools have their own filmstrip libraries.

In 1940, according to Geisert, the total number of prints of motion picture films owned by the Chicago schools was approximately 3,000. Today's film catalog lists 18,000.

The total number of students seeing films in 1936 was approximately 300,000 compared to the present estimated 3,000,000 each year.

Educational film production has sprung up as an industry of its own. The Los Angeles City Schools estimate that more than 2,300 films each year are submitted for previewing.

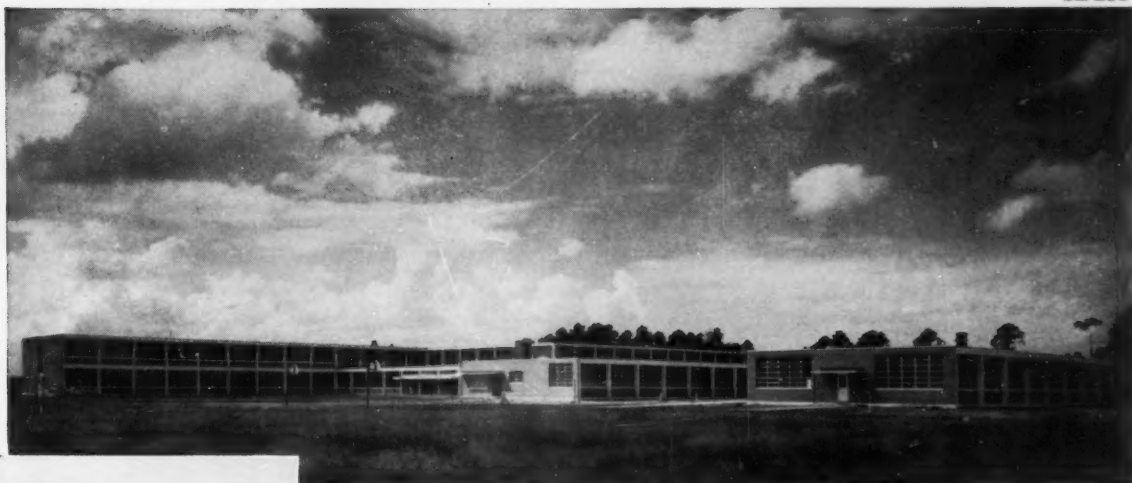
Growth apparent in colleges too

In colleges and universities, the growth has also been apparent. A college student today sees ten times as many educational films and audio-visual presentations as the student 14 years ago, reports NAVA.

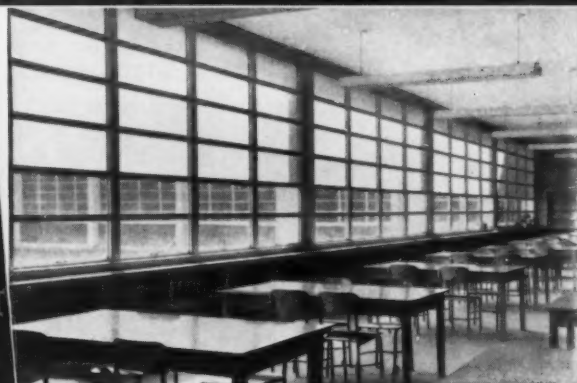
The Audio Visual Center at Indiana University had four motion picture projectors in 1940. Today the center has 37 projectors and 4 tape recorders; other departments of the university have additional equipment. Circulation of films increased from 17,141 showings in 1940 to 101,998 in 1954.

The cost to the taxpayer for this increased use of modern audio-visual teaching tools is surprisingly little.
(continued on page 110)

THE SCHOOL EXECUTIVE



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TO
BE
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Architect: Bernard W. Close,
Jacksonville, Fla.

Contractor: East Coast
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11,000 Square Feet of Coolite Glass Provide Plenty of Better Quality Daylighting For Florida School

Architects of the Paxon Senior High School were determined to make the most of that fabulous Florida sunshine; so they used Mississippi glass lavishly throughout the structure. In this outstanding example of modern school design, Coolite, Heat Absorbing, Glare Reducing glass, floods rooms with great quantities of natural illumination from which the harmful qualities of "raw sunlight" have been removed. This glare-reduced glass cuts eye-fatiguing harshness and sharp contrasts . . . makes seeing tasks easier, more comfortable. And Coolite's famous ability to absorb excess solar heat permits such extensive glazing, yet helps keep interiors comfortably cool.

Translucent, light diffusing glass makes the classrooms seem larger, friendlier. Students feel better, work better when they see better, in this modern environment.

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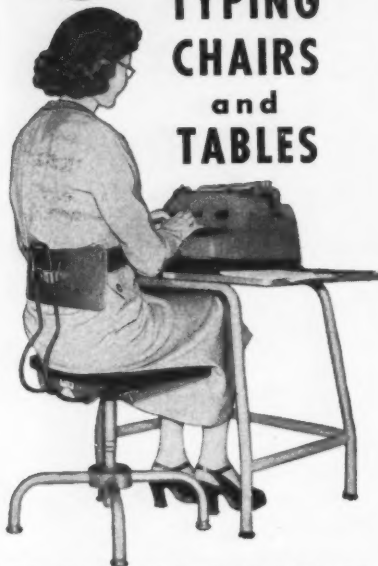
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WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

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Notice that the seat is just the right height and the back rest is in the correct position for proper seating posture. Both seat and backrest are quickly and easily adjusted by the student. With AJUSTRITE the teacher can demonstrate and the student can practice proper posture as it is prescribed.

Both chair and table frames are of heavy $1\frac{1}{2}$ "—16 gauge steel tubing, electrically welded for life-time durability. No sharp, square edges, all rounded.



Model 2228

AJUSTRITE Typing Tables in three heights—26 $\frac{1}{4}$ ", 28" and 30" with 1" adjustment in glide. Standard top 22" x 28", other sizes available.



Model 2240

INSTRUCTORS TABLE: Permits standup teaching. 3 hts.: 40", 44", 48".
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Model TSC 1520

Hardwood saddled seat adjusts 16" to 21", backrest adjusts 5".

AJUSTO EQUIPMENT CO.
2144 Madison Ave. Toledo 2, Ohio

SPOTLIGHT

The state of Connecticut reports that the cost per student for an audio-visual program in an average size school is 73 cents a semester.

In a similar report, Indiana estimates the cost per pupil at \$1.10.

NAVA is the business organization of audio-visual dealers, film libraries and manufacturers, producers and distributors of audio-visual equipment and materials.

Future Ed TV Audience Estimated at 40 Million

WASHINGTON—A conservative estimate places the potential educational television audience within the near future at 35 to 40 million people. Behind this progress, a minimum of \$25 million can be accounted for in support for the movement.

These facts highlight a special report submitted this week to the Federal Communications Commission by

the Joint Committee on Educational Television, summarizing progress during the slightly more than two years since FCC reserved 242 television channels for non-commercial educational use. Subsequent to issuance of the Sixth Report and Order of June 2, 1952, the Commission has reserved an additional ten channels for education.

David D. Henry, executive vice-chancellor of New York University and chairman of JCET, in releasing details of the report, explained: "The Joint Committee seeks to represent the special needs of education in the newest and most powerful of the mass media, and encourages educators to meet their responsibilities in regard to it."

"Ten communities now have educational television stations in operation: Houston; Los Angeles; East Lansing, Mich.; Pittsburgh; Madison, Wis.; San Francisco; Cincinnati; St. Louis; Ames, Iowa and Columbia, Mo. Two of these, Ames and Columbia, operate on commer-

SE-296

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Multi-Clean **WATERPROOF FLOOR WAX** (both "regular" and "anti-slip") gives your floors a lustrous, long lasting, anti-slip finish.

It's a money saver, too . . . for its exceptional durability and the ease with which it is applied allows you to make important savings in both material and labor. Dries hard and waterproof in 15-20 minutes under normal conditions.

The finest North Country Carnauba gives Multi-Clean **WATERPROOF WAX** an extremely hard, yet *resilient* surface that enables it to stand up under severest wear in schools, office buildings, public institutions, shops, stores, warehouses, show rooms, halls, apartment buildings and homes. Recommended for all types of floors including wood, concrete, terrazzo, linoleum, rubber and asphalt tile.



ANTI-SLIP FOR SURE FOOTING

Underwriters' Laboratories have approved both Multi-Clean **ANTI-SLIP WATERPROOF WAX** and regular **WATERPROOF WAX** for all types of floors.

DEEP GLOW WAX

*Self-polishes to a bright, clear gloss.
Water resistant*

Multi-Clean **DEEP GLOW WAX**, with its high resistance to water, is also recommended for all types of floors. It is especially suited for heavy traffic areas because it keeps its high lustre despite repeated moppings, water spotting and tracked-in mud or slush.

For any type of floor and under any traffic conditions, you can count on **DEEP GLOW** to give your floors the most beautiful self-polishing protective finish they've ever had! One coat applies easily and dries quickly to a high gloss. Rubber burns and scuff marks are readily buffed out.

Unlike other self-polishing waxes, Multi-Clean **DEEP GLOW** is almost colorless. This makes it the ideal choice for light-colored floors.



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Gentlemen: I'd like floor maintenance information on: ☐ Concrete, ☐ Asphalt tile, ☐ Terrazzo, ☐ Wood, or _____ Also literature on: ☐ Floor Machine, ☐ Scrubbing Machine, ☐ Industrial Vacuum Cleaner.

Name _____ Title _____

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City _____ Zone _____ State _____



and the GREMLIN
with a conscience

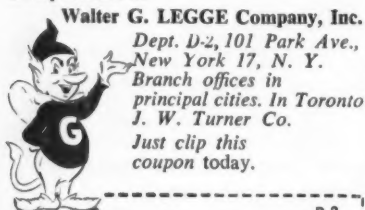
New booklet tells how a bad spill
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Mr. Higby to the LEGGE System of
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Maybe you've never met
a Gremlin, head-on.

Even so you'll want to chuckle your
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about your floors and their upkeep.
It is colorfully illustrated,
entertainingly written.

Learn how you can eliminate
wasteful maintenance practice; cut your
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It's all there for you to read in
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SPOTLIGHT

cial licenses.

"KTUE in Los Angeles, licensed to
the University of Southern Californ-
ia . . . recently was granted special
temporary authority to remain silent
pending the securing of additional
funds to operate the station."

Nine other communities already
have educational television stations
under construction which will be in
operation soon: Chapel Hill, N. C.;
Boston; Columbus, Ohio; Cham-
paign-Urbana, Ill.; Detroit; Seattle;
Oklahoma City and Tulsa and Mum-
ford, Ala.

"Twelve communities have made
substantial progress in their plans to
build stations," Dr. Henry declared.
"Indications are that these communi-
ties will be able to proceed with con-

Ed TV Contributor	Amount (in millions)
Foundations	\$ 10.0
Legislatures, gov't agencies	5.0
Business	4.0
Commercial broadcasters	3.5
School systems	2.0
	\$24.5

—from JCET report

struction in the near future: Mem-
phis; Chicago; New Orleans; Athens,
Ga.; Atlanta; Denver; Philadelphia;
Cleveland; Miami; Toledo, Ohio;
Nashville; Birmingham, Ala.

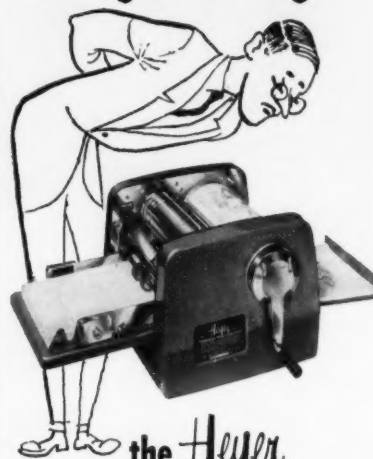
"Educational forces in thirty-two
communities have been working dili-
gently to establish stations with local
committees at work from San Diego
to New York City and Minneapolis to
Tallahassee."

Morgan Looks Ahead to Service After Retiring

WASHINGTON—After retiring as edi-
tor of the *NEA Journal* on November
30, Joy Elmer Morgan took on a new
task—editorship of *Senior Citizen*,
publication of Senior Citizens of
America.

He is president and Willard E.

for Very Careful Buyers



CONQUEROR

SPIRIT DUPLICATOR

is BEST BY
COMPARISON

MODEL 70
COMPLETE ONLY \$195⁰⁰
PLUS TAX

Compare the Price . . .

The Conqueror is the best in the field, at a
price far lower than comparable machines.

Compare the Features . . .

The Conqueror has all the better features
for better duplicating built-in to make
every job a pleasure, including: **Raise-and-
Lower Control . . . New Fluid Control
... Visible Reset Counter . . . Visible
Fluid Supply . . . Adjustable Pressure
Control . . . Positive Rotary Feed.**

Now you can print 120 or more copies per
minute, of anything typed, written, drawn,
traced or ruled on the master. You can
print on cardstock or newsprint on sizes
from postcards to 9 x 14 inches. No ink or
mess . . . any inexperienced person can
become an efficient operator the first time.
It's been said after operating The Con-
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cating job is no longer a job, but a very
pleasant interlude in a day's work."

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We will also send you information on the
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automatic electric duplicator which makes
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THE SCHOOL EXECUTIVE

New-Model **SINGER** Combination Sewing and Cutting Table

Saves Space

Specially designed to relieve the cramped conditions of many sewing classrooms, the new SINGER* Table actually fits more sewing machines into a limited space.

One Table provides full-sized SINGER* Machines for 2 students, work space for 2 more—and converts into one large cutting table! There's no need for individual machine cabinets—extra cutting tables.

These SINGER Tables make excellent use of space—make your classroom look much *bigger*, much *brighter*.



Saves Time

The machines drop down into the SINGER Table, and removable panels slip into place to provide a complete surface for pattern pinning and cutting.

There's no waiting for cutting or sewing space. No shifting and shuffling around. No confusion. In short, *no wasted time*.

Designed with the help of leading home economics supervisors, the new SINGER Table meets *every* sewing room need!

Has All These Advanced Features

- Two handy drawers—plus two deep openings to accommodate all standard tote trays.
- Drop leaf for extra space. (Second leaf available for other end if desired.)
- Built-in knee levers.
- All metal parts grounded.
- Safety switch—cuts off power automatically when machines are lowered into table.
- Dustproof shields—completely enclose machines when not in use.
- Tamper-proof locks on panels.
- Table available in beautiful blond or dark wood.
- Durable "Formica" top, choice of blond, dark or different colors.
- Size—60" x 42" x 30" with 18" drop leaf.



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Special school discount

with any full-sized SINGER heads you prefer—Straight-Needle, Swing-Needle* or Slant-Needle.*

For free folder

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Please send folder giving details about Combination Sewing and Cutting Table, and showing suggested classroom layouts.

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THE TOWELS WITH THE QUALITY YOU REMEMBER...AND THE PRICE YOU FORGET!

Low initial cost doesn't make a bargain—performance compared with price is the proof of a good buy. And that's the McArthur School Towel story . . . a story of true economy because McArthur Towels are the lowest cost-per-use towels on the market! The reason is simple—over 60 years of experience . . . the use of highest quality triple-twisted, two-ply yarns . . . full tape rib-construction . . . heavy selvage edge. Write today for full information on the McArthur School Towel Plan—and save money for your school with McArthur.

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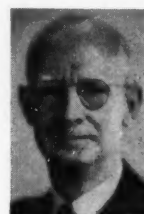
SPOTLIGHT

Givens, another long-time NEA leader, is chairman of the board of trustees of the new non-profit organization aimed "to serve persons over 40 years of age in all walks of life through research, individual counsel, correspondence and the publication of a monthly magazine."

Dr. Morgan's retirement climaxes 34 years of service to NEA since 1920, when he became director of the Division of Publications and editor of the *Journal*.

In paying tribute to Dr. Morgan, NEA Executive Secretary William G. Carr has listed "Association activities in which he has been the key figure."

These include, "within my own memory," writes Dr. Carr, "leadership in the Horace Mann Centennial,



Morgan

the first use of radio in education, the Future Teachers of America, the Educational Press Association, a vast improvement in educational journalism, the Victory Action Program, the War and Peace Fund, the Centennial Action Program, the Hugh Birch Fund, the Personal Growth Leaflets, the NEA Handbook and American Education Week."

Concludes Dr. Carr: "These things have been originated or perfected by Dr. Morgan and in many cases turned over to others for permanent administration after the first difficult pioneering years."

Born in Calloway, Neb., on December 11, 1889, Dr. Morgan received his Bachelor of Arts degree from the University of Nebraska in 1917, Bachelor of Library Science degree from N. Y. State Library School in 1920 and his Doctor of Science in Education degree from Boston University in 1941.

From 1911 to 1913 he served as

THE SCHOOL EXECUTIVE

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FOR ANY SIZE BAND, ORCHESTRA or CHORUS

Custom-built to fit your band, orchestra, or chorus. Sturdy. Safe. Guaranteed. Set up fast . . . take down quickly . . . store compactly. Also combination risers and portable stages for any event or performance. New 1954-55 catalog illustrates many types of risers, portable stages, sousaphone chairs, variety shows, and other items.

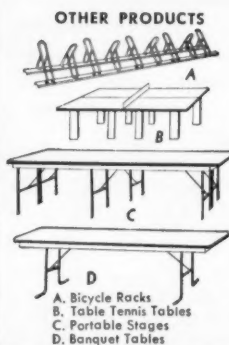
Wenger . . . top name in risers!

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The '55 Ford School Bus Safety Chassis

Power with exceptional economy is the outstanding advantage of the Ford School Bus Safety Chassis. For only Ford gives you a choice of four modern short-stroke engines—the new engine design that is sweeping the truck and car industry—right now!

To complete the economy picture, you have a choice of five chassis and four wheelbase lengths (capacities to 61 passenger) so you can select the chassis and engine that's an exact answer to your requirements. Horsepower ratings run from 118 in the thrifty *Cost Clipper* Six to 152 in the mighty *Cargo King* V-8.

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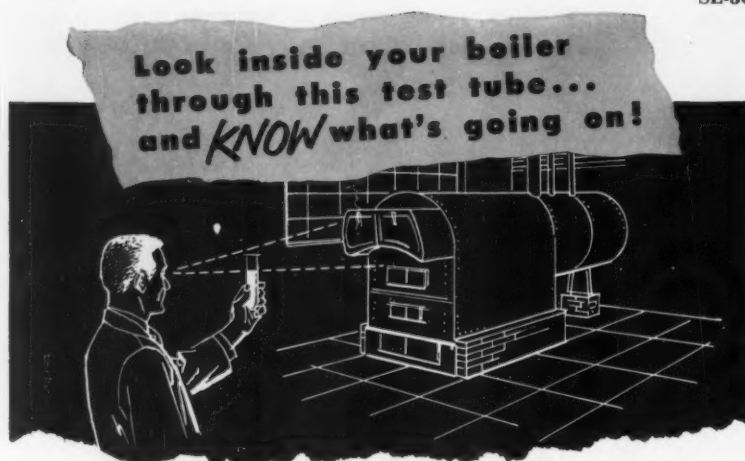
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Is return condensate pitting the tubes? Is the supply water forming scale—scale that eventually might build up to where the boiler overheats and burns up the boiler metal?

A scientific laboratory test will tell you *for sure*!

If your boiler is threatened by these conditions which cause 90% of the costly retubing and boiler repairs in the nation's schools, you can eliminate them with

Acme RUSTOSCALE® Boiler Water Treatment

Authorities agree that every low-pressure heating boiler needs water treatment.

But *not any kind of treatment*—"ready-made" compounds may do more damage than good. The treatment must be tailored to the supply water and to the boiler being treated—because no two supply waters are chemically identical—no two boilers operate exactly the same. That's why every formula of Rustoscale is compounded directly from an analysis, by expert water chemists, of the supply water it is to treat.

**RUSTOSCALE
IS NOW BEING
USED IN OVER
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GET A FREE WATER ANALYSIS—

Find out what goes on inside your boiler!

No cost or obligation. The Rustoscale Laboratory will make a free analysis of your boiler supply water and report to you in writing. Just fill out and mail the coupon... the Acme Service Engineer in your locality will do the rest.

ACME CHEMICAL CO., Dept. SX-1, 2506 N. 32nd St., Milwaukee 45, Wis.

Please have your Service Engineer arrange a free analysis of our boiler supply water, at no cost or obligation to us.

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FOR OVER SIXTY YEARS QUALITY ABOVE ALL
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SPOTLIGHT

superintendent of schools in Bloomington, Neb. Following World War One, Dr. Morgan became a member of the Executive Committee and chairman of the Committee on Publications for the National Congress of Parents and Teachers, posts he held until 1934.

He has been with NEA since 1920, and is well known as a contributor to periodicals and a speaker on educational programs.

Conference Calendar

FEBRUARY

19-23, Thirty-ninth Annual Convention, National Association of Secondary-School Principals, NEA, Atlantic City, New Jersey.

23-25, Joint Meeting of 4 United Business Education Association Divisions: Research Foundation of the United Business Education, Administrators Division of UBEA, National Association of Business Teacher-Training Institutions, and U. S. Chapter of International Society for Business Education, NEA, Chicago.

24-26, Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago.

26-March 2, Regional Convention, American Association of School Administrators, NEA, St. Louis.

26-March 2, Annual Meeting of the Department of Rural Education, NEA, St. Louis.

28-March 2, Tenth Annual Convention, Association for Higher Education, NEA, Chicago.

MARCH

6-10, Tenth Annual Convention, Association for Supervision and Curriculum Development, NEA, Chicago.

12-16, Regional Convention, American Association of School Administrators, NEA, Denver.

16-19, Annual Meeting, NEA Department of Elementary School Principals, Chicago.

24-26, Third National Convention, National Science Teachers Association, NEA, Cincinnati.

APRIL

1-4, National Convention, National

THE SCHOOL EXECUTIVE

MEMO from J.R.R.
*Saw all pencil sharpeners
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STRONG METAL FRAME
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 standard pencil—EVER-
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- ★ 20% longer, efficient life
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BOSTON dependable quality was powerfully
 borne out when stock model BOSTON KS sharp-
 eners were tested along with competitive models.*
 After 36,890 quarter-inch points, the KS was still
 producing usable points—far more than the clos-
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BOSTON
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CALENDAR

Association of Deans of Women,
NEA, Chicago.

2-6, Regional Convention, American Association of School Administrators, NEA, Cleveland.

3-7, Annual Convention, American Personnel and Guidance Association, Chicago.

10-16, International Conference, International Council for Exceptional Children, NEA, Long Beach, California.

11-16, Third National Conference, National Art Education Association, NEA, Cleveland.

18-22, National Convention, Department of Audio-Visual Instruction, NEA, Los Angeles.

26-30, National Convention, American Industrial Arts Association, NEA, Atlantic City, New Jersey.

MAY

2-4, Thirty-fourth Annual Convention, National Association of Educational Buyers, New York.

JUNE

12-14, Annual Meeting, Future Business Leaders of America, sponsored by the United Business Education Association, NEA, Chicago.

13-16, Nineteenth Annual National Conference, National Association of Student Councils and National Association of Secondary-School Principals, NEA, Ardmore, Pennsylvania.

JULY

3-8, Ninety-third Annual Meeting, NEA, Chicago.

4-7, Twentieth Annual Meeting, National School Public Relations Association, NEA, Chicago.

State Conferences On Education

CONNECTICUT

Held Nov. 30-Dec. 1; regional conferences to follow.

DELAWARE

Tentatively planned for May.

IDAHO

Scheduled for late spring.

IOWA

Held Dec. 9-10.

KANSAS

Held Dec. 9.

MINNESOTA

Tentatively planned for May 4-5.

NEBRASKA

Held Nov. 22; follow-up meetings to be held this spring.

NEW HAMPSHIRE

Scheduled for May.

PENNSYLVANIA

Scheduled for April.

SOUTH DAKOTA

Two regional conferences scheduled for late March and early April.

WASHINGTON

Held Nov. 22-23.

WYOMING

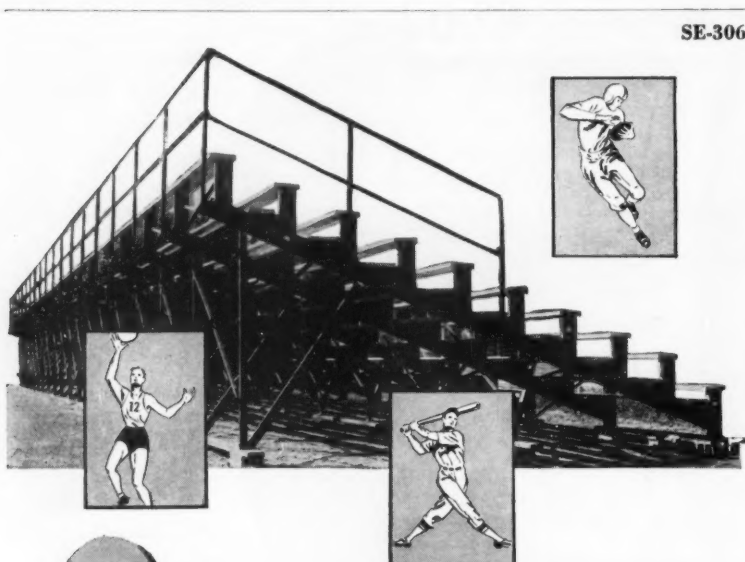
Held Nov. 19; follow-up meeting scheduled for May.

DISTRICT OF COLUMBIA

Held Jan. 15.

HAWAII

To be held in April.



SE-306

3 SICO BLEACHER INSTALLATIONS *All at the price of one!*

You buy a single Sico bleacher installation and use it indoors for basketball and outdoors for baseball, football and other spectator events.

Sico portable steel bleachers save money because they're easily and quickly set up and dismantled; the heaviest part weighs only 90 pounds. Sico's Speedlock contributes to Sico's portability.

Safety of Sico Portable Bleachers has been proven in structural loading and wind tests; approvals have been granted Sico bleachers by commercial testing laboratories and other state sponsored safety bureaus. Steel used in Sico bleachers is factory tested and inspected before use. Seat and footboards are 2" thick and 10" wide.

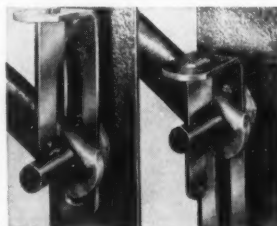
SICO SPEEDLOCK

Sico's exclusive, patented Speedlock hastens assembly and disassembly time by eliminating time-wasting nuts and bolts that often jam or rust. Simple, safe Speedlock drops into place to provide a positive locking device that's rust-proof and practically indestructible.

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NOW from Johnson's Wax!
Maximum water-spotting resistance in 4 hours!



WITH NEW Johnson's "Spot-Resistor" Brown Label No-Buff



It's true! Johnson's famous Brown Label No-Buff has been completely reformulated to give higher water-spot resistance in 4 hours than most floor waxes give in 48!

This means new freedom for you from water-spotting problems. Even "after midnight" applications give you a morning floor protected against tracked-in mud, snow, sleet or rain. Bub-

bler overflow, spilled food or drinks won't mar it. Damp-mopping won't streak it!

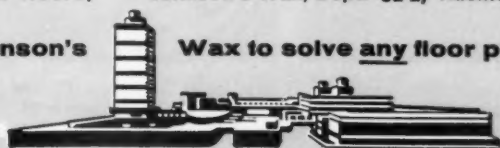
And all previous superiorities remain! You still get, in new "Spot-Resistor" No-Buff, the same ease of application, high luster without buffing, tough protection and long wear that have already made Johnson's Brown Label America's favorite heavy-duty floor wax.

Your floors deserve this new protection.
For a demonstration on your floors,

phone your local distributor or write to
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Products and services from Johnson's

Wax to solve any floor problem





BUILT-IN WARDROBES and cabinets of fine birch Weldwood make for neatness and good looks in the South School, New Canaan, Conn. Units are backed with fir Weldwood. Beautiful natural wood built-ins like these provide warm, informal atmosphere for any school location.

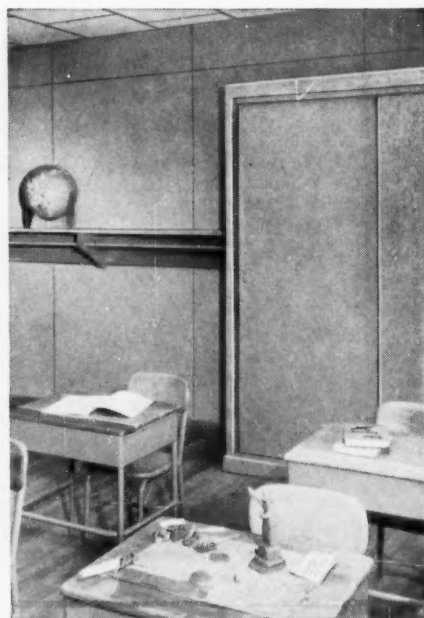
Functional built-ins add beauty, save on



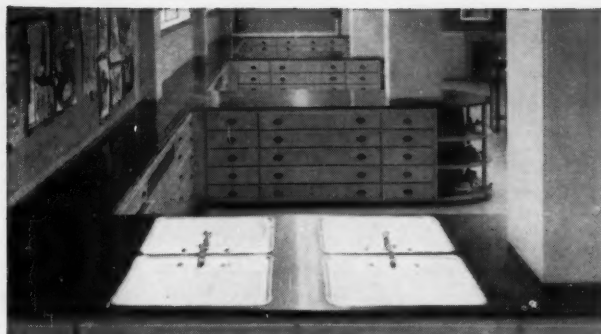
MOBILE BOOKRACK of maple Weldwood also provides storage space in Greenville School, Scarsdale, N. Y. Back is of open-shelf construction.



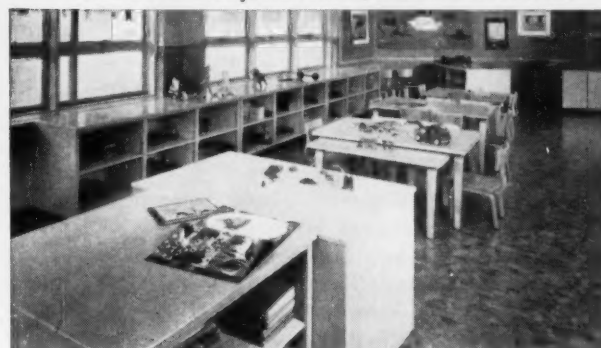
RED OAK Weldwood Plywood makes beautiful sliding cabinets in kindergarten of Midland School, Rye, N. Y. Sink top and splash-back are blue-green Micarta.



SLIDING CLOSET doors and wall paneling are made of Novoply throughout Unqua School, Massapequa, L. I. Novoply is available in pine or California redwood.



BLACK MICARTA covers tops of fir Weldwood cabinets in classroom in Shades Valley High School, Birmingham, Ala. Used also in library, laboratories, kitchens and art room.



BIRCH WELDWOOD cabinets, tables and teacher's desk are topped with durable Micarta in Stockton School, East Orange, N. J. Natural wood blends well with gray linen Micarta.



DUAL-PURPOSE teacher's desk and mobile storage cabinet is made of good-looking, durable Novoply. Foster A. Begg School, Manhattan Beach, Calif., has one in each classroom.



LOW-COST, crack-free Novoply® makes superior classroom cabinets in Lyncrest School, Fairlawn, N. J. Cabinet tops are covered with Micarta in colorful Mardi Gras pattern.

costs, save on space, cut maintenance

Here are 8 practical Weldwood ideas for increasing the day-to-day value and utility of every room in your school

Built-ins solve some of the toughest problems facing the school planner. On these pages, you see a few of the hundreds of ways in which built-ins, constructed with Weldwood plywood, literally stretch school budgets.

FUNCTIONAL BEAUTY. There's nothing like the wonderful warmth of real wood for desks, wardrobes, racks, cabinets, bookcases. You get away completely from that antiseptic "institutional" look. Built-ins made of Weldwood increase class efficiency and organization, make each room look more personalized, more cheerful. And for especially hard usage, beautiful Micarta cabinet tops have proved in thousands of installations that they "can take it."

COST PICTURE. Weldwood costs less to install than ordinary materials, and built-ins of Weldwood often save enough on space alone to pay for the entire installation! Every square foot of floor space saved by built-ins pays the material cost for about 14 to 20 square feet of Weldwood plywood.

LOWER MAINTENANCE. Weldwood eliminates the need for costly periodic redecoration; waxing keeps Weldwood looking fresh and new indefinitely. And Micarta's extremely hard, smooth surface resists scratches, won't dent or chip; wipes clean with a damp cloth.

LIFETIME GUARANTEE. Weldwood plywood is guaranteed for the life of the installation.

REMODELING? Many communities are finding that their problem is a two-fold one: new construction *plus* the revamping of existing facilities to keep pace with the newest in school design. Built-ins of Weldwood provide the perfect answer for the conversion of out-of-date classrooms, laboratories, teacher's lounges and gymnasiums. You get modern efficiency at low cost.

SEND COUPON for further details, or visit your lumber dealer or any of the 73 U. S. Plywood or U. S.-Mengel Plywoods showrooms located in principal cities.



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United States Plywood Corp., Weldwood Building
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Address.....

City.....State.....

WASHINGTON SCENE

news from the Capital affecting education

Enrollment: college level

A call to action in the institutions of higher learning, as the rising birthrate begins to affect them, is as urgent as the hurricane warnings of the Coast Guard. The American Council on Education is distributing as part of this summons a publication of the American Association of Collegiate Registrars and Admissions Officers entitled *The Impending Tidal Wave of Students*.

The U. S. Office of Education calls attention to the fact that enrollment in the nation's colleges and universities has increased for the third consecutive year and is now the highest in the nation's history. The estimated population of these institutions for 1954 is 2,472,000. This constitutes an increase of 10 percent over the enrollments for last year.

The American Council on Education considers the present all-time peak in college and university enrollment and the certain increases to come in the next decade one of the most serious problems with which these institutions must deal.

At the recent annual meeting of the Council a resolution was passed instructing the president to inform the state governors of the interest of Council members in the conferences now being held preliminary to the White House meeting later in the year. Enrollment was named a major problem.

Mr. McElroy & Federal aid

President Eisenhower's Committee for the White House Conference on Education held its first meeting in December. A statement by Chairman Neil H. McElroy was interpreted by newsmen at a press conference to mean that states and localities could, and should, build and pay for their own schools.

Whether or not the statement was intended to restrict the solution of

the problems of school finance solely to state and local revenues, the remark at once sparked new interest in the school construction legislation which will be introduced into the forthcoming session of Congress.

Senator Lister Hill (D.-Ala.), who will be chairman of the Educational Sub-Committee of the Senate Labor and Welfare Committee, at once announced his intention to press for passage of a bill for Federal aid for school housing. Already the issue of Federal aid to education is appearing in some of the state conferences preliminary to the White House Conference on Education.

In order to secure a reasonable degree of unanimity on the features of the school construction bill, NEA called a conference of organizations in January to consider the following items: (1) the case for Federal aid for school construction; (2) nature of the opposition; (3) proposed legislation; (4) analysis of Administration and Congressional attitudes; (5) action programs by organizations.

Among the lay organizations that accepted the invitation to attend were AFL, CIO, the Brotherhood of Railway Trainmen, Jewish War Veterans of the United States, National Jewish Welfare Board and the United Church Women of America.

Washington observers await with great interest a second meeting of the Presidential White House Conference Committee. The meeting held near the close of 1954 was devoted principally to defining the various areas to be considered.

Twenty-four states and territories have applied for their allocation of Federal funds for use in the conference program. Six states already have held conferences (*See Spotlight, pages 87 and 118*).

Represented on the Committee for the White House Conference on Education are citizens of all backgrounds

and walks of life. President Eisenhower is honorary chairman with Secretary Oveta Culp Hobby and Commissioner S. M. Brownell, honorary vice-chairmen.

Foundations hit headlines

The report of the Special Committee to Investigate Tax-Exempt Foundations, headed by B. Carroll Reece (R.-Tenn.), appeared just prior to the Christmas holidays.

Newspaper headlines reported its appearance in such phrases as, "House Group Split on Foundation Probe." This is a fair estimate of the results of the study.

The majority report was filed by the Chairman, by Jesse P. Wolcott (R.-Mich.) and Angier L. Goodwin (R.-Mass.). Later, Representative Goodwin disavowed agreement on some of the conclusions in the majority report. This really meant that there was no majority view in the Committee.

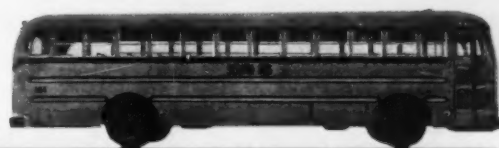
The minority report was signed by Wayne L. Hays (D.-Ohio) and Mrs. Gracie Pfost (D.-Idaho). Their disapproval of the "majority" report was pronounced and couched in such language as "shocking" and "barbaric."

These members charged that "elemental unfairness" was "the basic characteristic of the intended legislative inquiry." Chairman Reece answered that Congressman Hays had tried to "frustrate the investigation" and "white-wash the foundations from the beginning."

Editorial comment on the Special Committee report was generally critical, holding that some of the statements in the report "are untrue on their face, others are at best half-truths and the vast majority are misleading."

The Committee hearing was closed before most of the foundations and the educational institutions attacked

WHEN YOU WEIGH THE VALUES



You'll decide for

ward SAFEGUARD

For your copy of the new **ward** catalog, designed to show you specifically how every safety feature necessary for your peace of mind is built into every **ward** SAFEGUARD School Bus, write: **ward** BODY WORKS, Dept. S-1, 4201 South Congress, Austin, Texas.



Manufactured at plants in Austin,
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**END RECURRING
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Forever

by installing

**NATIONAL
HAND DRYERS!**

Never Again

**COSTLY WASHROOM
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TOWEL LITTER**

ALTON, ILL. BOARD OF EDUCATION installed 25 National Hand Dryers. They actually tested and carefully checked 4 of these dryers installed in a washroom in the Senior High School and report a savings of \$116.28 per month from these 4 units.

NORTHWESTERN UNIVERSITY has installed over 70 National Hand Dryers, providing automatic 'round-the-clock towel service . . . ending complaints about empty towel containers . . . eliminating a potential fire hazard.

NATIONAL HAND DRYERS are vandal proof. They are designed and constructed to meet conditions of extreme abuse.

LEARN HOW YOU CAN SAVE 85¢ OUT OF EVERY MAINTENANCE DOLLAR.
No obligation, of course.

**Mail This Coupon
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616 West Adams Street, Chicago 6, Ill.
Send me the facts. Cost comparison of towels vs. National Hand Dryers, Public Health Service Reports and descriptive literature.

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WASHINGTON

had an opportunity to testify in their own behalf. They were invited to file statements of their positions.

These statements were not included in the first volume of the Special Committee's report, but a supplementary volume is expected which will include whatever efforts the foundations, and educational institutions and organizations aided by the foundations, made to defend themselves.

The educational institutions and organizations are referred to by name in practically none of the newspaper and radio treatments of the report.

Once again UMT

The question of universal military training will be a prominent one in the 84th Congress. Even the most sanguine supporters of the provisions proposed are not confident of success.

Revived interest in UMT is due largely to the fact that the present Selective Service law will expire next June. The drive for a substitute is led by the Defense Department, the National Security Training Commission and the American Legion.

None of these is in full agreement on the next step to be taken in providing military manpower, but all three announce that they wish to put military service and training on a "more equitable" basis and to establish a "more adequate" combat-ready reserve through compulsory duty.

A check by the *Congressional Quarterly* indicates that there will be stiff opposition to any UMT measure from groups which have fought similar ones in the past.

A principal point of difference among the supporters of a new military service measure is over who should plan the program. The Legion advocates that it should be directed by a civilian body. There seems to be sentiment in the Defense Department against having a civilian policy group for UMT.

The title "Universal Military Training" will likely be changed to "Reserve Forces Program," or some other name that has not been asso-

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'Sexauer' Monel
Self-Locking
bibb screw
—10 sizes do
the work of 37!



NEW!
'Sexauer' Easy-Tite
faucet washer
with Fiberglass
reinforcing

This nylon plug locks the screw automatically!

**NEW! Amazing, patented screw
and washer combination cuts
faucet washer replacements 75%**

—with each leak eliminated, you reduce
water and fuel bills up to \$28.80 quarterly

Most faucet washer failures are caused by wrong length screws. 'Sexauer' Self-Locking screws* and Easy-Tite washers* —used together—cut costly washer replacements 75%! You save up to \$28.80 quarterly in water and fuel alone with each leak stopped. Here's how . . .

A screw too short for the tapping distorts and splits the washer when tightened; the washer works loose, is torn to shreds. If too long, it can't grip the washer; this ruins the washer and causes hammering in the water line.

Simplifies fitting problem—cuts installation costs

NYLON PLUG 'Sexauer' Self-Locking screws eliminate the problem of misfit screws. They lock automatically at the required depth as the nylon plug is compressed in the faucet thread. The washer is not distorted, is held firmly.

You can re-use Self-Locking bibb screws repeatedly. Made of Monel, they resist corrosion, never rust; heads won't twist off, screw driver will not distort the slot.

Self-Locking screws save time spent in fitting the proper length—10 sizes do the work of 37! Used with new, Fiberglass-reinforced 'Sexauer' Easy-Tites, they cut washer replacements 75%, fixtures last longer. Easy-Tites resist closing squeeze and excessively hot water, outlast ordinary washers 6 to 1!

Water and fuel savings

One dripping faucet wastes 8,000 gals. of water yearly. A pinhole size stream increases waste to 8,000 gals. in a single month! Here is what you save quarterly in stopping just one pinhole leak on a hot water faucet:

	Fuel Saving	Water Saving	Total Saving
Oil (198 gals.)	\$22.77	\$6.03	\$28.80
Coal (2,469 lbs.)	22.22	6.03	28.25
Gas (21,103 cu. ft.)	21.20	6.03	27.23

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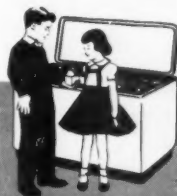
HOW YOU CAN GET STUDENTS TO DRINK MORE MILK

*A simple, easy way to take advantage
of U. S. School Milk Program*

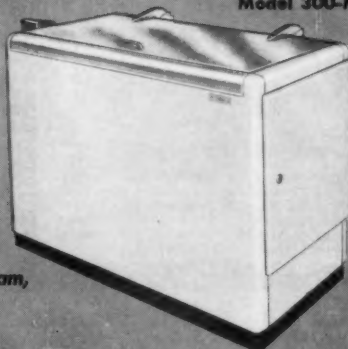
The most effective way to get students to drink more milk is to make it easily available! Surveys prove that when milk venders were put into schools, thereby making refreshing, cool milk available during all out-of-class periods, students consumed up to 70% more. You can tie-in with the U. S. School Milk Program and encourage the low-cost milk-drinking habit among your students with an Ideal Milk Vender. It will pay for itself out of the profits allowed under this program. Ideal Milk Venders are coin operated—eliminate the need of an attendant and dispense dairy-fresh milk all day long. These venders are lowest in initial cost, lowest to operate and maintain. Their dry refrigeration completely eliminates watery messes. Investigate now how an Ideal Milk Vender will greatly increase milk drinking in your school and how it actually pays for itself.



Model 70-M



Model 300-M



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you can have an Ideal Milk Vender
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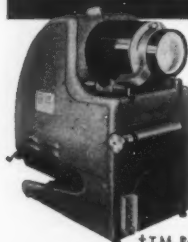
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ciated with past defeats of attempts to pass a measure of this kind.

The plans of the American Legion and of the Defense Department fairly well represent the agreements and differences in the military training plans offered.

The American Legion proposes a six-year extension of the present draft law. It proposes that the new military training program include a basic period of seventeen weeks after which the trainees would become part of a compulsory reserve force in combat-ready units. If a trainee failed to keep up his reserve participation, he would be liable to reinduction for two years.

The Defense Department reportedly would include a six months' training period. Graduates of this course apparently would be transferred to a National Guard or organized reserve unit and required to attend drills and camps for a period of seven-and-one-half years.

Two-year draftees would be expected to serve for three years in the reserve after which they would probably go into a "stand-by reserve pool."

All of the plans that have been advanced with the possibilities of real support include a "reserve" provision.

For our older citizens . . .

A new organization came into existence on the Washington scene during the closing weeks of 1954.

"The Senior Citizens of America" was organized by Joy Elmer Morgan, retiring editor of the *NEA Journal*. Membership will be principally retired persons.

The new organization will not support legislation. It will not hold conventions. It will publish a monthly magazine, conduct research into problems of our aging population and offer counsel to its members as a sort of clearing house for available information in its field.

Such an organization has great possibilities in a nation with fourteen million persons who have reached the age of 65.



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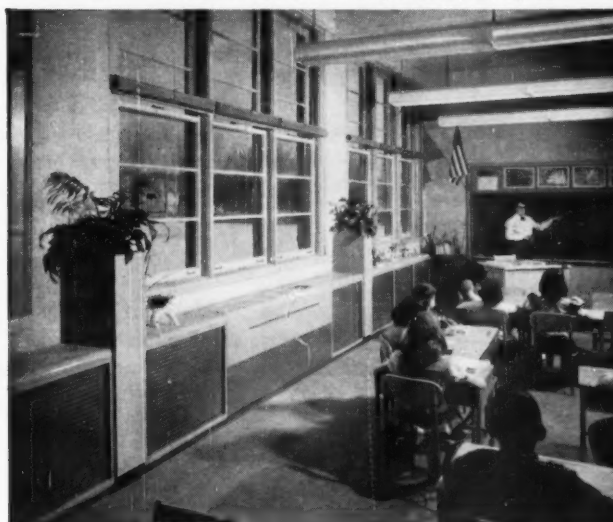
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SOUTH DAKOTA. Large glass areas help insure bright, cheerful classrooms—but cooling, heating and ventilating functions at Lincoln Grade School, Yankton, S. D., are assigned to dependable, efficient Herman Nelson DRAFTSTOP Unit Ventilators. Superintendent of Schools: L. H. Baumann; Architects: Hugill, Blatherwick & Fritzel; Engineers: G. M. Orr Engineering Co.; Mechanical Contractor: Freeman Corporation.

ILLINOIS. Helps them to concentrate in comfort. No chilling drafts—no interruptions from opening and closing windows. Herman Nelson Unit Ventilators meet classroom cooling, heating and ventilating requirements every season of the year at Solomon School, Chicago, Ill. Superintendent of Schools: Benjamin Willis; Architect: John C. Christensen; Engineer: Joseph T. Fatz, Sr.; Mechanical Contractor: Dearborn Plumbing & Heating Service, Inc.



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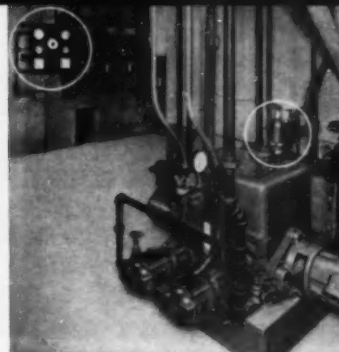
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recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

Children's Social Values

By Arthur W. Foshay, Kenneth D. Wann, et al., *Teachers College, Columbia University*, 1954, 323 pp., \$3.50.

With the assistance of three consultants from the Horace Mann-Lincoln Institute of School Experimentation, a group of Springfield, Missouri, teachers studied their influence on students' social attitudes. (See Spotlight, January, page 126).

This book reports what they learned about the intangibles of the school curriculum which affect a child's social development, and also what they found out about the problems and values of action research.

The researching method, which involves modifying procedures as a result of new insights gained at any step of the study, proved difficult but satisfying. Just as the teachers were honest with themselves as they sought the purposes behind techniques, so they were frank in reporting their experiences.

The "fringe benefits" of this kind of in-service activity are shown to be as noteworthy as the study's conclusions.

Curriculum Planning

By J. Galen Saylor and William M. Alexander, *Rinehart and Company*, New York, 1954, 624 pp., \$5.50.

This well-organized and well-grounded textbook for prospective or active teachers discusses basic problems and issues of curriculum planning. It suggests sound planning procedures and considers the forces and factors upon which planning processes are based.

The most critical problem in curriculum planning is viewed as that of securing more widespread and co-operative participation by all concerned, especially school personnel. Dr. Saylor of the University of

Nebraska and Dr. Alexander of the University of Miami describe ways of securing this participation.

The School Administrator and His Audio-Visual Program

Edited by Charles F. Schuller, *Department of Audio-Visual Instruction, NEA, Washington, D. C.*, 1954, 367 pp., \$3.75.

Gathered especially for school administrators is information on audio-visual programs—their purposes, administration, materials, personnel, financial support and evaluation.

This is the first yearbook of the Department of Audio-Visual Instruction, NEA.

Life Planning for College Students

By William J. Reilly, *Harper and Brothers*, New York, 1954, 173 pp., \$2.50.

A famous counselor advises students on the basic tenets of "straight thinking and intelligent action" in order that they may apply these principles to life planning. The self-study manual guides the way toward self-discovery—the fulcrum of pleasant and productive life.

Aviation in School And Community

Edited by H. E. Mehrens, *American Council on Education (in co-operation with the Civil Aeronautics Administration)*, Washington, D. C., 1954, 100 pp., \$1.50.

Representative practices in American air-age education are reported, and ways of increasing cooperation between the fields of education and aviation are suggested.

The study mentions specialized aviation courses, but focuses on ways of using aviation content and materials to enrich learning experiences within existing curriculum framework. It urges acceleration of the

aviation education movement in order that youth and adults can understand the military, vocational, economic and social implications of aviation.

Aviation, the committee concludes, has an impact "as powerful as, if not more powerful than, that of any other contemporary social force."

Highway Safety and Driver Education

Edited by Leon Brody and Herbert J. Stack, *Prentice-Hall, Inc.*, New York, 1954, 464 pp., \$6.65.

This is a college text for teachers in training. It reviews traffic safety problems and discusses ways of organizing and administering driver education programs.

The authors are connected with New York University's Center for Safety Education; Dr. Stack as director, and Dr. Brody as director of research and publications.

Aspects of Readability In the Social Studies

By Eleanor M. Peterson, *Teachers College, Columbia University*, 1954, 118 pp., \$3.50.

Students' comprehension of textbook material was studied. It was found that modifying certain social studies passages to make them more logical and more interesting increased students' understanding and enjoyment of material.

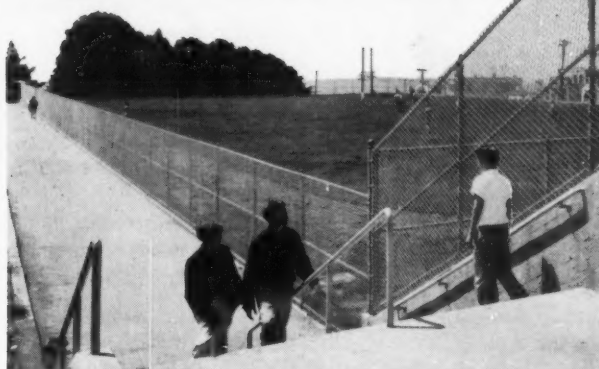
The Administration of Physical Education

By William Leonard Hughes and Esther French, *A. S. Barnes and Company*, New York, 1954, 383 pp., \$4.50.

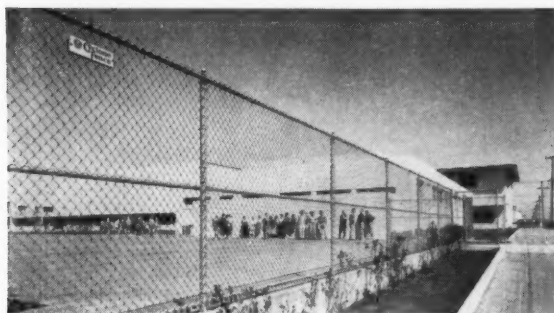
For coaches, teachers, and directors of physical education, Dr. Hughes of Temple University and Dr. French of Illinois State Normal University give a systematic presentation of policies and procedures which set

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the stage for good teaching and learning in physical education.

The material deals with organization, personnel, program, facilities and financing physical education programs, and is applicable to all phases of the program, at all levels of school and college.

Modern Education and Human Values

Volume V, Pitcairn-Crabbe Foundation Lecture Series, University of Pittsburgh Press, 1954, 86 pp., \$3.00.

Four outstanding persons—Mildred McAfee Horton, Harry Emerson Fosdick, Hu Shih and James Phinney Baster—discuss education in terms of American civilization and moral values.

OTHER PUBLICATIONS AND PAMPHLETS

Some Arguments for Requiring a More Rigorous Professional Preparation for Chief School Administrators, by Donald H. Ross of Teachers College, Columbia University, is based on the concept that "the superintendency has become a position of high professional trust." Cooperative Development of Public School Administration in New York State, Administrative Center, State Education Department, Albany. Price: 50¢.

What do Good Schools do for Children? tells how well they master essentials, attain important essentials and how much they cost. N. Y. State Educational Conference Board, 152 Washington Ave., Albany 10. Price: 50¢.

High Spots in State School Legislation Enacted January 1-July 1, 1954 is a compilation of goals, achievements, defeats, and future aims. Research Division, NEA.¹

¹Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.

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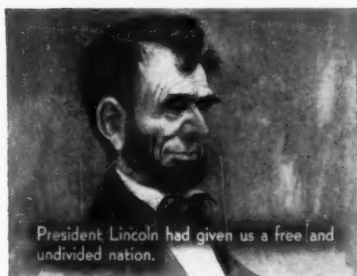
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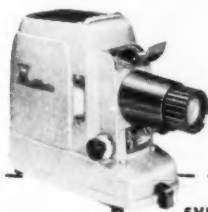


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Eight new color filmstrips correlated with the Rand McNally Geography of American Peoples by McConnell. Written by Ruby M. Harris, Dept. of Geography, Eastern Illinois State College, Charleston, Illinois. Useful in any basic study of American lands and peoples.

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A2595B The Northeastern United States

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A2595D The Middle West

A2595E The West

A2595F Canada and the Far North

A2595G Middle America

A2595H South America

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By Mrs. Allen D. Cruickshank, well-known ornithologist, bird photographer and author.

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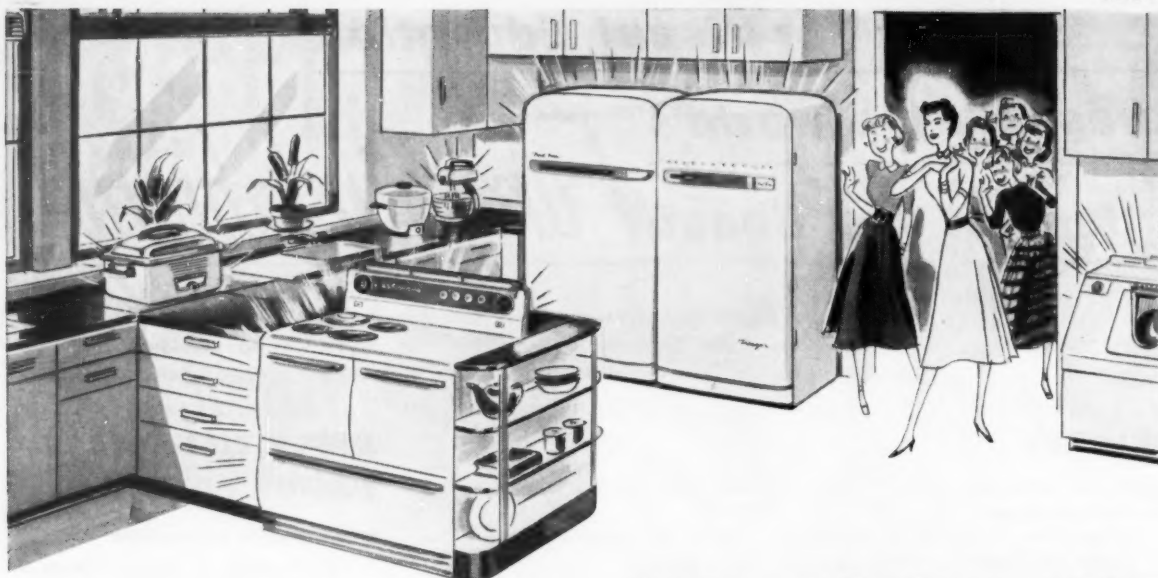
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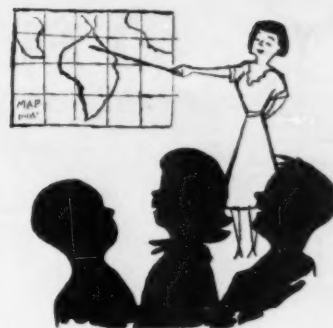
SCHOOL LUNCH

by ROBERT J. NAREAU
and ARLYN G. SWEENEY

HAD they not been informed beforehand, there would have been many a raised eyebrow among the parents in the Del Paso Heights, California, Elementary School District when, in reading over the weekly cafeteria menu sent home by the schools, they discovered that Wednesday's meal was to consist of rozenfelfa, flatbread, green salad, with samboosick.

This Syrian meal was to be the first of a series of weekly adventures in eating. At the close of one of our regular cafeteria staff meetings the disturbed state of world affairs became the topic of conversation. The feeling of the group was that much of the tension, ill will and prejudice which today is present in the world is due mainly to a lack of knowledge on the part of all people involved.

We further felt that if we were to



lessen the breach between the peoples of the world, we must help our students develop respect and understanding for the cultures of all people, even though foreign to our own. Realizing that to insure the success of a venture of this nature it was necessary to establish some degree of rapport between our students and the groups with whose cultures we were concerned, we decided to acquaint our students with the eating habits of other peoples of the world.

Our own culture is sprinkled with

We Use Food to Improve Group Relations



"We further felt that if we were to lessen the breach between the peoples of the world, we must help our students develop respect and understanding for the cultures of all people . . ."

the philosophy that the satisfied stomach is an excellent method of cementing positive relationships. Women have for years successfully used the home-cooked meal as a lure to entice men into matrimony, and many a sale has been consummated by soothing the palate of the prospective buyer. Acknowledging that food is a force this powerful, we felt that it could aid us in our goal toward a better world through more complete understanding.

We decided to make our program of adventures in eating a weekly event, and chose Wednesday as the day of the week on which this event

Mr. Nareau is principal, and Mrs. Sweeney teaches sixth grade, at North Avenue School, Del Paso Heights, California.



would fall. The first step taken in setting up our menu was to contact parents of the different cultural groups in our community who we thought would be able to help us.

During the first month of operating this program, we approached com-

munity members of Syrian, Mexican, Russian and Chinese backgrounds. These people very graciously provided us with recipes for the preparation of meals of their particular culture group, and on the day prior to, as well as the day of serving, donated time to help with the preparation.

After deciding what countries would be represented on our first menu, we asked that teachers of the district devote some classroom time to various educational activities about the countries and peoples whose meals they were about to eat. When the planning had reached this stage

the following notice was sent home to all parents in the district:

"In an effort to perform whatever small function we are capable of to promote better world understanding, the schools of the Del Paso Heights School District will . . . from time to time serve meals which are foreign to this country . . .

"Would all parents who are familiar with the preparation of meals of one or more of the countries of the world please aid us in this effort by contacting Robert J. Nareau at the North Avenue School . . ."

The response to the program thus far has been enthusiastic. Parents have been solidly behind the venture and participation has been higher than usual on the days of the foreign treat. Students have accepted wholeheartedly and enthusiastically, in most instances, foods that hitherto had been but strange words to them. They are continually asking teachers and members of the cafeteria staff what port will be the next stop of the Good Ship "Exotic Eating."

Some of the menus we have used so far have been Syrian (rozenfelfa, green salad, flatbread, samboosick), Mexican (enchiladas, beans, green salad, tea cakes), Russian (biroke, mashed potatoes, carrot sticks, orange wedges) and Chinese (boiled rice, chop suey, egg foo young, rice fortune cookies).

Plans for the future include meals peculiar to Portugal, Italy, Japan and Germany. More and more parents are offering to share with us some of the appetizing secrets of their cultural group.

This program has accomplished three educational objectives:

1. The utilization of community talent and resources as part of our total educational program.
2. The promotion of better world understanding through exposing the child to aspects of foreign culture and proving to him by actual experience that differences are not undesirable.
3. The provision of the child, through a variety of experiences, with more comprehensive and cosmopolitan eating tastes, enabling him to realize a fuller social life and enjoy adventures in eating.

SE-318

Ask Your Dairy...

FOR MILK IN DISPOSABLE

Pure-Pak Cartons!

Use either way:

Drink directly from Sealed-in Spout!

Safe, sanitary, economical

Or... pour like a pitcher!

No other paper milk carton pours like Pure-Pak

Pure-Pak
YOUR PERSONAL MILK CONTAINER

The Perfect milk carton

FOR VENDING MACHINES, TOO!



for more efficient food service...

BETTER DO WHAT BOEING DID

Seven thousand people a day pass through this ultra-modern Boeing Airplane Cafeteria at Wichita, Kansas. The eight Thurmaduke Standard Unit Counters total more than 400 feet in length.

This efficient and beautiful set-up includes many exclusive Thurmaduke features designed to provide better tasting food at lower cost with less maintenance.



Thurmaduke 4-section Standard Waterless Food Warmer. Many other models available.

Whether you require a ten foot counter, a thousand foot counter, or a separate food warmer... you can do what Boeing did for more efficient food service. You can depend on Thurmaduke for unmatched engineering excellence backed by 51 years of manufacturing experience.

Clip and Mail Today

DUKE MANUFACTURING CO. Dept. S
2305 NO. BROADWAY, ST. LOUIS 6, MO.

Please send complete information on

☐ Cafeteria Counters ☐ Waterless Food Warmers

NAME _____

ADDRESS _____

CITY AND ZONE _____ STATE _____

THURMADUKE

DEPENDABLE FOOD SERVICE EQUIPMENT

THURMADUKE WATERLESS FOOD WARMERS • STANDARD UNIT COUNTERS AND OTHER EQUIPMENT

February, 1955

137



Trim Line

New design simplicity achieves style, comfort and practical convenience with strength to pass the test of time.

3-PIECE FRAME OF $\frac{5}{8}$ "

tubular steel is lifetime-plated with durable chrome

SOLID NORTHERN BIRCH

is properly seasoned, kiln-dried, finished with finest lacquers

HIGH BACK FRAME

protects wood back in case chair falls

SCIENTIFIC POSTURE RATIO

of seat to back assures proper height and pitch for correct posture

CONTINUOUS BRACING

of legs gives extra strength, permits easy stacking

RESISTANCE WELDING

makes joinings stronger than the steel itself

SILENT GLIDES

are permanently attached

WALL-SAVER LEGS

are splayed to prevent backs from marring walls



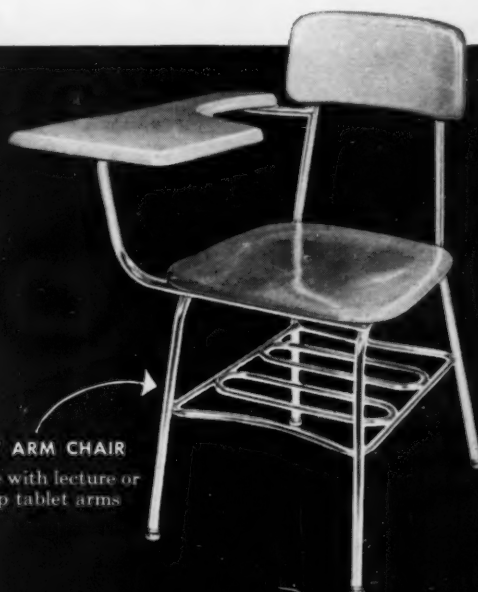
Into the creation of Trim Line have gone generations of Heywood-Wakefield design know-how and manufacturing skill to make every piece perfectly adapted to the varied needs of the modern classroom. Trim Line will

keep its shining newness year after year with a minimum of maintenance. A complete selection of Trim Line furniture in scientifically graded sizes meets every need of every student from kindergarten tot to college senior.

SLOPING TOP DESK
with quiet, friction hinges



TABLET ARM CHAIR
available with lecture or
study top tablet arms



KNEEHOLE DESK
for commercial,
study or regular
classroom use

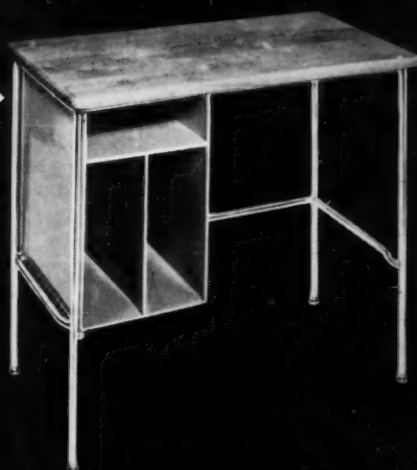


TABLE DESK
also available
with closed
front and lift-
ing lid

WRITE FOR YOUR COPY OF THE NEW HEYWOOD-WAKEFIELD
SCHOOL FURNITURE CATALOG . . . SEE TRIM LINE AT:

St. Louis N.E.A. Convention—Feb. 26 to Mar. 2—

Booths G-1, 3, 5, 7

Denver N.E.A. Convention —Mar. 12 to Mar. 16—

Booths K-21, 23, 25, 27

Cleveland N.E.A. Convention—Apr. 2 to Apr. 6—

Booths B-46, 50; C-47, 49

Heywood-Wakefield School Furniture Division, Gardner, Mass.
and Menominee, Mich.

CARING FOR WAXED FLOORS IS...



A cinch with Sanax

It waxes as it cleans!

REDUCES THE FREQUENCY OF REFINISHING

Sanax was developed to permit frequent cleaning of waxed floors *without washing away the finish* . . . and to eliminate waste in wax and labor. A neutral liquid soap with a wax base, *Sanax* not only quickly removes dirt, oil, and grease, but *leaves a thin film of wax*. In fact, regular use of *Sanax* to machine-scrub or damp-mop waxed floors *actually prolongs the life of the finish*, and thereby reduces refinishing costs on a year-to-year basis.

Like all *Finnell Fast-Acting Cleansers*, *Sanax* is specially designed for the greater speed of machine-scrubbing, and works as effectually in a *Combination Scrubber-Vac* as in a *Conventional Scrubber-Polisher*. And because *Sanax* is processed from pure vegetable oils, it's *safe for all floors*.



A 100 Series
General-Purpose
Finnell
11, 13, 15, 18"

Find out how you can simplify and reduce the cost of caring for waxed floors. *There's a Finnell Floor Specialist nearby to help you choose the waxes and cleansers that are exactly right for your needs.* Finnell makes a complete line, so you can depend on unbiased advice. In fact, *Finnell makes everything for floor care!* For consultation, demonstration, or literature, phone or write nearest *Finnell Branch* or *Finnell System, Inc.*, 3102 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.



- A mild liquid wax-soap for machine-scrubbing or damp-mopping waxed floors
- Leaves a lustrous anti-skid protective finish
- Highly concentrated . . . economical to use

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines



BRANCHES
IN ALL
PRINCIPAL
CITIES

See the Finnell Exhibit • AASA CONVENTION • St. Louis • February 26—March 2 • Space H-2

New Product / Reviews

Classroom Cabinets SE-401 *Are Exceptionally Flexible*

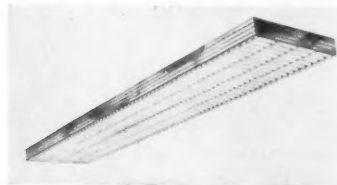
Brunswick Flexible Classroom Cabinets feature interchangeable panels, shelves, and parts which give each unit exceptional flexibility. Simplicity of design makes for quick and easy assembly—doors and shelves may be added or removed in a matter of minutes. Shelf dividers may be put in place or taken out whenever you choose—all that is needed is a screwdriver.

To give the cabinets even greater flexibility, three types of mountings are available: glide equipped legs, rubber-tired casters, or sturdy wall mounting brackets.

The cabinet doors are available in three pastel hues: coral, blue or yellow.

THE BRUNSWICK-BALKE-COLLENDER Co., School Equipment Div., 623 S. Wabash Ave., Chicago 5, Ill.

Lighting Fixture SE-402 *Has Been Smartly Redesigned*



The Louverlite is only slightly more than 3" in depth, with clean trim lines. It is available in 4' and 8' units for two or four T-12 430-MA lamps. It may be purchased with steel or translucent plastic side inserts which make for a pleasing side-spill of light.

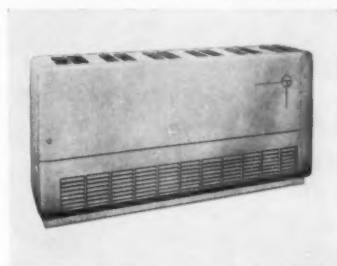
While the Louverlite is totally

direct in light distribution—100 downlighting, there are removable sections in the top reflector if varied uplighting effects are desired.

Mounting is easy either individually or in continuous rows.

SMITHCRAFT LIGHTING DIV., Chelsea 50, Mass.

Console Heater Line SE-403 *In Wide Choice of Colors*



A completely new styling and a wide range of colors for the Herman Nelson line of Console Heaters has been announced by the American Air Filter Co., Inc.

Advantages of the new heaters include: a removable base for wall-hung units; a new key-operated two-speed key switch that is operated through the grill, removing the need for an access door; a one-piece front panel for fully recessed wall or ceiling applications; and easy access to all parts by the removal of only two chrome-plated key-operated screws on the front panel.

Console Heaters are offered in a basic color of Nelson grey. Units are also available in seven different colors and in two-tone designs.

AMERICAN AIR FILTER CO., INC., HEATING AND VENTILATING DEPT., 215 Central Ave., Louisville 8, Ky.

Metal & Plastic Desk Top SE-404 *Designed Specially for Classrooms*



A completely new metal-and-plastic top called Amerex is now available on American Universal desks No. 536 and 534, and single-pupil tables No. 528 and 524.

Designed and constructed especially for school use, the Amerex top resists ink, water colors, showcard paints, milk, perspiration and other mild acids. It has five times greater surface resistance to wear than wood desk tops.

AMERICAN SEATING CO., Grand Rapids, Mich.

Patching Material SE-405 *Is Unaffected by Temperature Changes*

Jiffy Floor is a new plastic material formulated to repair floor cracks and to prevent further surface deterioration.

It can be applied without interfering with traffic and withstands heavy loads immediately.

THE MONROE CO., INC., 10703 Quebec Ave., Cleveland 6, Ohio.

(Continued on page 142)

SE-406

Distilled Water Heating

For Laboratories

Barnstead's new distilled water heater maintains the water automatically at any predetermined temperature by means of an adjustable thermostat. This heater not only saves the time and bother of heating in beakers, but also maintains the desired temperature level.

The tank is constructed of tinned copper and has a removable cover. The exterior finish is satin nickel plate. The heater has a 1½ gallon capacity.



BARNSTEAD STILL & STERILIZER Co., 146 Lanesville Terrace, Forest Hills, Boston 31, Mass.

SE-239

Preferred by Schools Everywhere



... with the smoothest, most resilient surfaces available on outdoor play areas. Specify Laykold for tennis courts... non-abrasive Walk-Top for play areas. There are examples of each near you. We will gladly arrange an inspection trip.

Write for colored brochures, **LAYKOLD TENNIS COURTS** and **BITUMULS PLAYGROUNDS**



200 BUSH STREET, SAN FRANCISCO 4, CALIFORNIA

E. Providence 14, R. I. Perth Amboy, N. J. Baltimore 3, Md. Mobile, Ala. Columbus 15, Ohio
Tucson, Ariz. Seattle, Wash. Baton Rouge 2, La. St. Louis 17, Mo. Inglewood, Calif.
Oakland 1, Calif. Portland 7, Ore. Washington 5, D. C. San Juan 23, P. R.

Germicidal Cleaner

SE-407

Contains "Tamed" Iodine

Wescodyne contains "tamed" iodine, chemically stabilized and retaining all the well-known germicidal properties. It kills resistant varieties of bacteria and germs in a matter of minutes.

Wescodyne is also a detergent. As an all-purpose cleaner and disinfectant, this product has the unique property of visually indicating its own germicidal activity. In solution, it has a yellow-brown tint which persists as long as germicidal activity is assured; when the color completely fades, the solution is no longer active and should be replaced. It is effective in both warm and cold water.

WEST DISINFECTING CO., 42-16 West St., Long Island City 1, N. Y.

Steel Shelving

SE-408

Components are Interchangeable

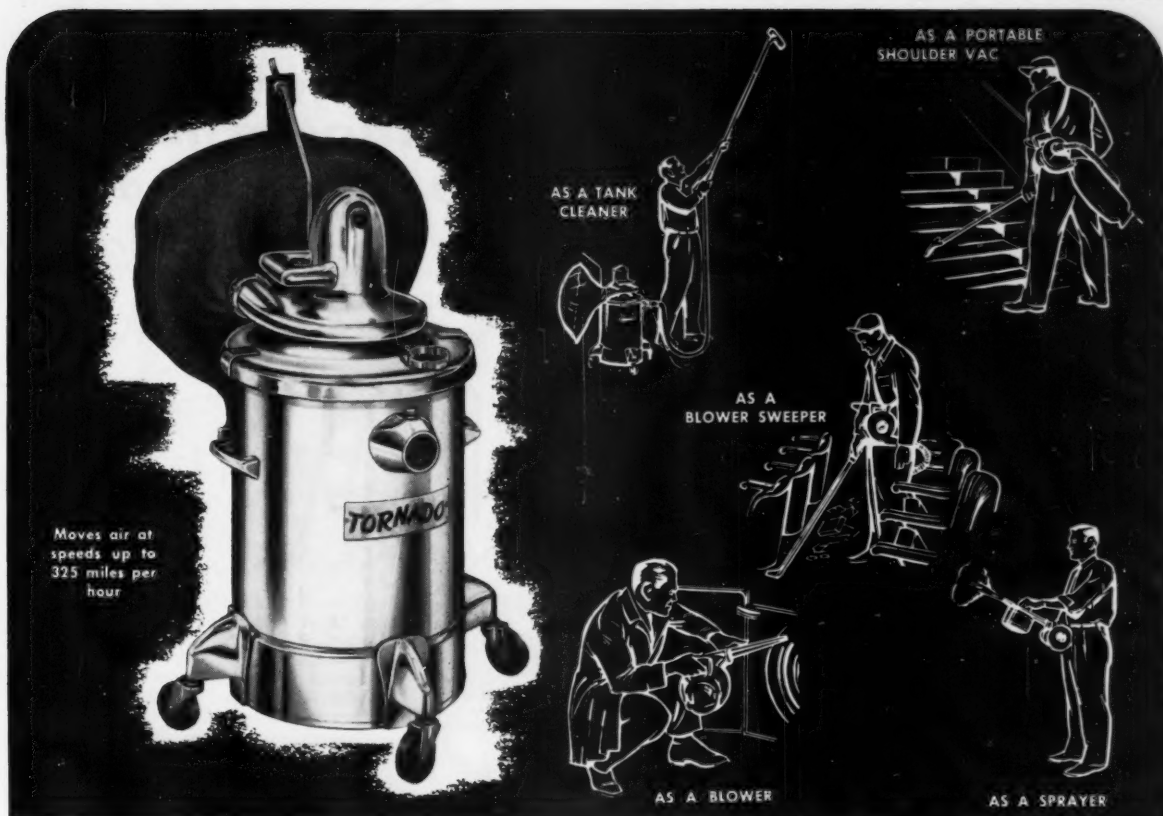


Standard Pressed Steel has developed a new line of steel shelving whose more than 1000 different combinations permit the custom assembling of an installation for all kinds of storage needs.

The shelving, which comes with or without sides and back, can be adapted to a variety of needs. It is manufactured to such close tolerances that components and assemblies are completely interchangeable.

The shelving components include posts, side and back panels, shelves, full and partial dividers, bin fronts, braces, label holders and swinging and sliding doors.

STANDARD PRESSED STEEL CO., Jenkintown, Pa.



NEW **TORNADO**® VACUUM CLEANER

offers More Versatile Cleaning from Floor to Ceiling



A quarter turn quickly removes the Tornado motor unit for many other uses. All sizes are interchangeable.

Here's a great New Tornado commercial vacuum cleaner with increased power that speeds-up cleaning while it does a better job. Pick up everything with your New Tornado—dirt, dust, liquids, oils, chips or debris without any bother of conversion.

What's more, your same Tornado can be used as:

- 1 A portable shoulder type vac
- 2 A powerful portable electric blower
- 3 A high capacity sprayer for insecticides
- 4 A portable blower-sweeper for debris

No matter what your cleaning problem is, if the job is being done with air, brushes, brooms or rags—you can do it faster and better with Tornado.

The powerful new motor and other advanced design features ask no favors. Tornado is ready at all times to do the toughest, dirtiest jobs for hours and hours of constant duty.

Write for an on-the-spot demonstration by a Tornado cleaning engineer.

We can't begin to tell you all of the new, improved features of the New Tornado—but Bulletin 660 will—Write for it today.

BREUER ELECTRIC MFG. CO.

5088 North Ravenswood Avenue • Chicago 40, Illinois



Children drink more milk from a Stainless Steel bulk dispenser

— and it costs you less to serve

If you're looking for a way to increase milk consumption in your school lunch room, here's just the thing to do it. In many schools Stainless Steel bulk dispensers have stepped up milk servings 50 to 100%.

Here's why: Milk simply tastes better when served this way. It's cold as milk should be for real enjoyment. And there are no small, individual containers and straws involved.

But equally important from your standpoint is the saving in cost from the purchase of milk in bulk. Dispenser milk can save you up to a penny a half-pint, to say nothing of the elimination of handling many small containers. This saves manpower and money.

United States Steel, as the manufacturers of USS Stainless Steel from which many bulk dispensers are made, will be glad to send you information on this modern method of selling milk. And we'll put you in touch with manufacturers of dispensers. Just mail the coupon below.

See "THE UNITED STATES STEEL HOUR"—Televised alternate weeks—Consult your local newspaper for time and station.

UNITED STATES STEEL CORPORATION, PITTSBURGH
AMERICAN STEEL & WIRE DIVISION, CLEVELAND
COLUMBIA-GENEVA STEEL DIVISION, SAN FRANCISCO
NATIONAL TUBE DIVISION, PITTSBURGH

TENNESSEE COAL & IRON DIVISION, FAIRFIELD, ALA.

UNITED STATES STEEL SUPPLY DIVISION, WAREHOUSE DISTRIBUTORS
UNITED STATES STEEL EXPORT COMPANY, NEW YORK



USS STAINLESS STEEL

SHEETS • STRIP • PLATES • BARS • BILLETS • PIPE
TUBES • WIRE • SPECIAL SECTIONS

Agricultural Extension Section
United States Steel Corporation
Room 4629, 525 William Penn Place
Pittsburgh 30, Pa.

Please send me complete information on Stainless Steel bulk milk dispensers.

Name.....

Address.....

City.....State.....

UNITED STATES STEEL



by replacing old bases . . . you can

modernize 100 desks and chairs with tubular steel for only \$750



Made in New England
by Master Craftsmen

Write for
free catalog

Don't let limited budgets keep your pupils from enjoying the comfort and convenience of movable, functional desks and chairs. It's easy — takes only a drill and screw driver to convert old-style furniture with Empire's all-welded tubular steel desk and chair frames. Sell the old legs and pedestals for scrap.

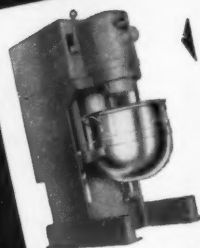
School Furniture Division

EMPIRE FURNITURE MFG. COMPANY
CLINTON • MASSACHUSETTS

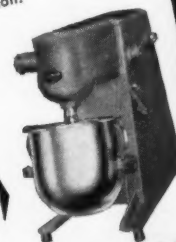


FOOD MIXERS

A better, more versatile mixer for restaurants, hotels, hospitals, schools, bakeries.



Type "K1" 80 Quart Mixer is a heavy duty floor model featuring one hand lever control and synchro — mesh transmission.



Type "N" 20 Quart Mixer features tilted bowl, power take-off at side, variable speed for instant speed change without stopping.

CHANGE SPEEDS WITHOUT STOPPING MIXER

Write today, there's a Triumph to fit your needs, in 20-30-60 or 80 qt. capacities and they're available for immediate delivery.



THE TRIUMPH MANUFACTURING CO.
3400 Spring Grove Ave., Cincinnati 25, Ohio

What typewriters did you teach on today?

It would take no crystal ball or a consultation with the mathematics department to answer:

"Chances are the greater part of them were Royals."

Royals have the reputation of being easier to teach on and easier to learn on.

A Perfect Tool of Learning

The reason is not hard to find. Royals have always been built with the teacher's and the pupil's needs in mind. They are, therefore, the Number 1 typewriters in schools.

It follows that the pupils you graduate take with them into the business world a decided preference for Royals. They are also the Number 1 typewriters in the business world.

Being so closely meshed with the needs of business, you are also probably aware that *electric* type-

writers have come strongly to the fore, especially within the past five years.

Twin Skills Now Needed

You have undoubtedly decided that your pupils are not ready for business until they have the twin vocational skills of being able to operate both manuals *and* *electrics*.

Does it not seem wise to have Royal Electrics in your classroom as well as Royal Standards?

The new Royal Electric has features that hasten the learning of initial techniques. Teaching is made easier and more rewarding for you. How about asking for a free demonstration? Why not send in the coupon below?

CLIP COUPON

Royal Typewriter Company
School Dept., 2 Park Ave., New York 16, N. Y.

Please have a School Representative arrange for a demonstration of the new Royal Electric Typewriter ☐ new Royal Standard Typewriter ☐ without obligation.

Name

School

City State

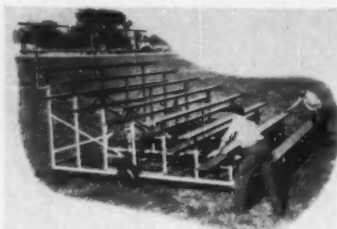
ROYAL[®]

STANDARD • ELECTRIC • PORTABLE
Royal Typewriter Company
Division of Royal McBee Corporation

Steel Bleacher

SE-409

Rolls Easily on Wheels



The Standard Mobile is a new steel bleacher that mounts on wheels

so it can be easily and quickly moved, without dismantling and costly re-assembly.

The schools should find the bleachers particularly useful since they can use these bleachers for football, then shift them to another field for baseball or track events, and afterwards, door widths permitting, roll them indoors for gymnasium activities.

The bleachers are being factory stocked in units ranging from two

to ten rows of seats, and in standard 15 foot lengths. One set of wheels is all that is necessary to move any number of individual sections.

STANDARD STEEL & SUPPLY CO.,
Three Rivers, Mich.

Sound Equipment SE-410

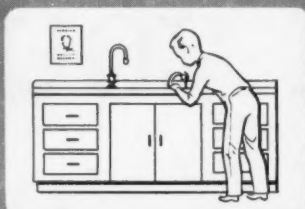
Available on Deferred Payments

Schools can now buy Bell & Howell sound projectors and tape recorders on a new deferred payment plan. The equipment is delivered upon a down payment of 10% with the balance paid in ten monthly installments over a period of 12 months. For the convenience of schools, payments can be omitted during the summer months.

BELL & HOWELL Co., 7100 McCormick Rd., Chicago 45, Ill.

SE-241

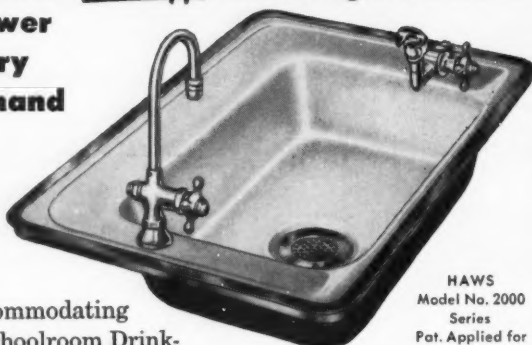
In School



CLASSROOM · LABORATORY · SHOP

HAWS "Deck Type" Drinking Fountains

answer
every
demand



HAWS
Model No. 2000
Series
Pat. Applied for

Accommodating all schoolroom Drinking Fountain demands, the HAWS No. 2000 Series "Deck Type" Receptor mounts practically any combination of HAWS bubbler-type, pantry or fill-glass faucets—with *vandal-proof fittings*. Finished in acid resisting white enamel, this utilitarian shaped, cast iron Receptor is all but indestructible. Also available in stainless steel.

A raised, sloped, stainless steel rim provides water-tight mounting and prevents water from running onto table or cabinet tops. Shown with two fixtures, Receptor is available with one... or a combination hot and cold water faucet.

Write today for completely illustrated brochure.

HAWS

DRINKING FAUCET CO.

1443 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA

SE-411

Portable Audiometer

For School Hearing Tests



A portable audiometer designed to aid schools conduct simplified and reliable hearing tests has been announced by the Beltone Hearing Aid Co.

Weighing less than 11 lbs., the instrument can easily be carried from school to school or to different classrooms. The Beltone audiometer contains 75 per cent fewer component parts than most instruments. It has only one tube and one voltage regulator and is carried in a self-enclosing case. A sliding panel protects the face of the instrument when it is not in use.

BELTONE HEARING AID Co., 2900 W. 36 St., Chicago, Ill.



How to Rejuvenate Old Asphalt Tile Floors ... and Renew Factory Finish



Developed especially for asphalt and rubber tile floors, Churchill's *Ver-Seal* (the versatile finish) offers the positive answer to many serious floor maintenance problems.

Ver-Seal penetrates deeply, seals the pores and dries to a hard, resilient finish. Unlike many sealers, it does not soften, damage or curl asphalt tile, and absolutely prevents color bleeding. In fact, *Ver-Seal* renews and holds the original floor color and factory glaze... forming an invisible protective surface, highly resistant to heavy foot traffic. It is also grease-proof... assuring complete protection of floors in kitchens, lunchrooms and cafeterias.

Easy To Apply

To get best results, first scrub the old floor with Churchill's C-M-C Concentrate for a thorough cleaning. Then apply two coats of *Ver-Seal*

with a lamb's wool, chenille or applicator brush in a one-stroke operation. Spread thinly and do not rub. For ideal maintenance thereafter, use Churchill's Aladdin Self-Polishing Floor Wax and Nu-Tone Dust Mop Treatment... a valuable combination that keeps those asphalt tiles renewed.

Ready For Use In 20 Minutes

Ver-Seal dries thoroughly, ready for use, in 20 minutes... and in just 12 hours it is ready for further treatment. This prevents traffic tie-ups during school hours and permits overnight re-finishing of any floor whenever necessary. So don't wait. Investigate *Ver-Seal* today! Just call your nearest Churchill distributor or representative, or write...

CHURCHILL MANUFACTURING COMPANY
GALESBURG, ILLINOIS

FOR SUPERIOR FLOOR AND BUILDING MAINTENANCE MATERIALS AND TOOLS

Dome Skylight

SE-412

Designed for Any Flat Roof



The new AP Acrylic Dome Skylight features simplicity of design. The AP dome sets into the roofing material. Light entering at the roof

level gives the widest possible spread of daylight, providing the optimum in lighting efficiency per square foot of opening.

The skylight is available in sizes made to fit standard roof joist spacings and roof openings. The dome and metal trough are placed in position and attached by screws. The roofing material is then spread over the flange to complete the job. Attachment devices, screws, expansion bolts, bushings and washers are furnished to suit conditions of the installation.

ARCHITECTURAL PLASTIC, INC., 20 Fitch St., East Norwalk, Conn.

SE-243



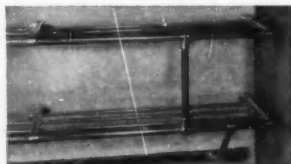
THE NEW LOW-COST WARDROBE Practical, Easy-to-Install

A perfect combination of good looks and practicality . . . this compact, convenient, easy-to-install coat and hat rack is the favorite of school executives everywhere. Finely engineered in non-peeling aluminite finish . . . it is space-saving, long-lasting, and represents an exceptional buy . . . especially when combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof gliding curtaining.

Send for further information.

A. R. NELSON CO., INC.

210 E. 40th ST. • NEW YORK 16, N. Y.



Drafting Tables

SE-413

Are Budget-Priced

Thriftmaster Drafting Tables are low in cost and feature heavy gauge all-steel bases with smooth-bottomed legs; strongly reinforced throughout. The drawing surface is top-quality selected softwood with zinc-plated steel cleats for extra strength and permanence.

The tables have dependable, easy-operating raising devices with easy-grip molded knobs, assuring positive tilt at any desired working angle. Improved interlocking hinges are of heavy gauge steel.

STACOR EQUIPMENT CO., 768 E. New York Ave., Brooklyn 3, N. Y.

Fire Alarm

SE-414

Is Fully Automatic



Round-the-clock fire protection for schools and colleges now is being increased by the installation of new self-powered and fully-automatic fire alarms produced by the Fyr-Larm Co., Inc.

The Fyr-Larm consists of a cylinder containing harmless Freon gas, a metal plug which melts at 136°F. and a specially-engineered horn which creates a high-powered piercing shriek for from 12 to 18 minutes once heat sets the unit in operation. The alarm requires no electric power or clockwork mechanism.

The Fyr-Larm's warning screech can be heard up to 500 feet away.

FYR-LARM CO., INC., Summit, N. J.



Strong

**TROUPER
FULLY
AUTOMATIC
ARC SPOTLIGHT**

Easy Does It!

For an extremely bright spot simply plug into a 110-volt outlet. Horizontal masking control angles 45 degrees in either direction. Fast operating. 6-slide color boomerang. Two-element variable focal length objective lens system. Silvered glass reflector. Mounted on casters.

Here are two spotlights that will make you proud of your presentations.

The Trouper has an adjustable, self-regulating transformer in the base, burns quietly for 30 minutes without retrimming, projecting a flickerless spot—sharp edged from head to flood. The Trouperette projects $6\frac{1}{2}$ times brighter head spots than other incandescents.

See your theatre, school, or stage equipment dealer or send coupon for free literature and prices.



Strong

**TROUPERETTE
INCANDESCENT
SPOTLIGHT**

THE STRONG ELECTRIC CORPORATION

114 City Park Avenue
Toledo 2, Ohio

Please send free literature and prices on the Strong ☐ Trouper; ☐ Trouperette.

NAME _____

STREET _____

CITY AND STATE _____

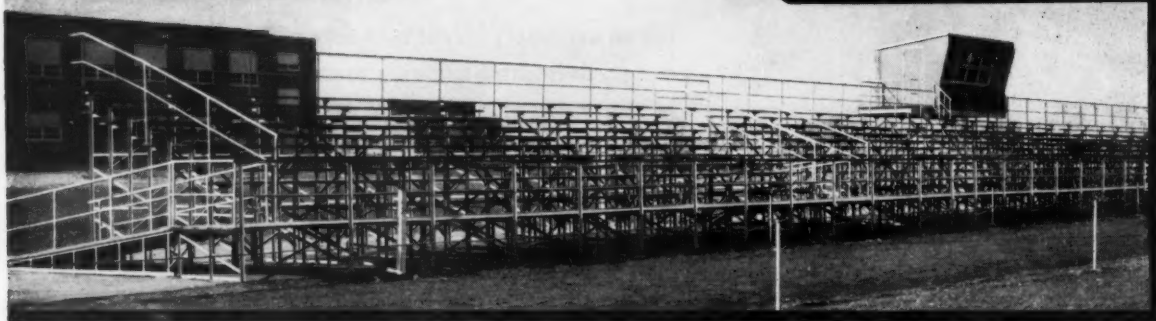
NOW - Bleacher Seating GALVANIZED AF*

There's real significance to our emphasis of the letters **AF***. No—they are not the abbreviation of a governmental agency, nor do they denote the degree of a person's educational background. But—to school administrators, **AF*** does have important meaning. It symbolizes substantial savings in terms of dollars and cents.

AF* stands for **AFTER FABRICATION**.

We feature **AF** in connection with our exclusive **Galvanizing** process because it means that all steel members of **PLAYTIME** seating receive a heavy Hot-Dip zinc coating following weldment and sub-assembly. **Galvanizing AF** stops rust at manufacturing source. It eliminates for many years the necessity for painting and scraping—a factor that can make ownership of bleachers a costly liability.

If you are seeking bids on either permanent or portable athletic stands, be sure to investigate **PLAYTIME's Galvanized AF** bleachers. They'll cost you less and last you longer!



SE-321

Check these "SAFE-TEE" features

Tubular Welded
Rubber
Foot Caps
Won't Slide
All-Steel
Form-Fitting
Baked
Enamel Finish



Rounded
Seat Corners
Can't Upset
Can't Collapse
Noiseless
Posture Back
Sturdy
Braces

Ionina "SAFE-TEE" FOLDING CHAIRS



This Ionina Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

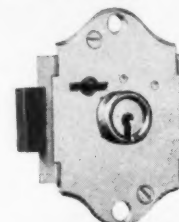
Again Available!

Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONINA MFG. CO. • IONINA, MICH.

SE-322



When buying lockers look for Eagle Locks — a sure sign of top security. All Eagle Locks are master keyed to insure complete control of locks (by superintendents and officials) in case of emergencies.

Write for full details.

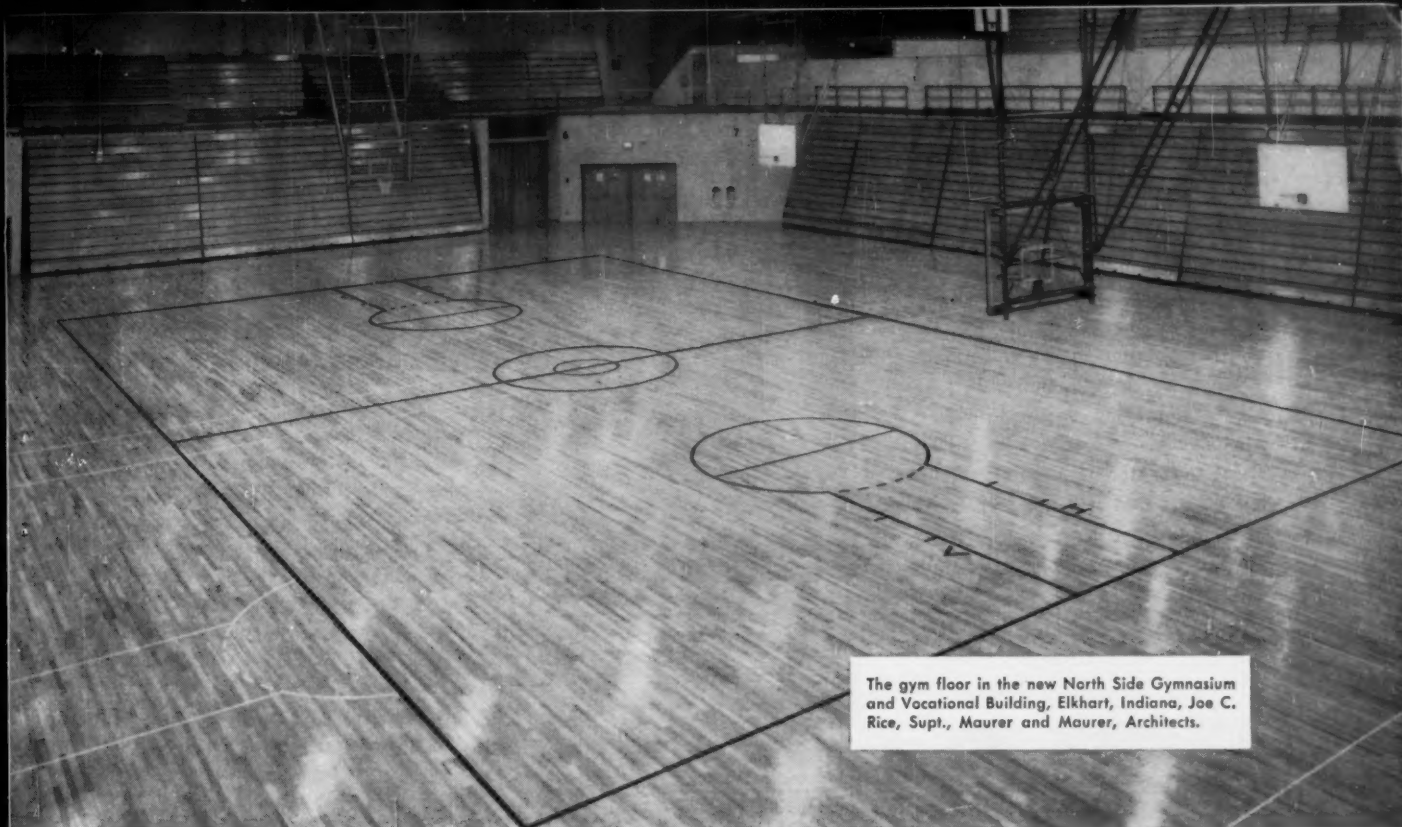
SPECIALISTS IN SCHOOL LOCKS
FOR OVER 100 YEARS

Eagle No. 2220 Flat keyed lock-
er lock. 3 brass levers for top
security.

the EAGLE LOCK COMPANY

Subsidiary of Bowser, Inc.
TERRYVILLE, CONNECTICUT





The gym floor in the new North Side Gymnasium and Vocational Building, Elkhart, Indiana, Joe C. Rice, Supt., Maurer and Maurer, Architects.

Elkhart School City Officials choose new CRYSTAL SEAL-O-SAN...for use on the floors in the world's largest high school gymnasium



The new building includes two separate gym floors for boys' and girls' gym classes in addition to the deluxe arena on the main level.

CRYSTAL SEAL-O-SAN ASSURES A LIGHTER, MORE NATURALLY BEAUTIFUL PLAYING FLOOR

When the Elkhart School City planned this new gym, reputedly the world's largest high school gymnasium (26,000 square feet of basketball playing courts), they realized that good equipment and its proper maintenance was an important consideration if their building was to be fully useful for many years.

Fine hardwood flooring was selected for the four basketball courts and new Crystal Seal-O-San gym floor finish was specified. The finished floor is truly beautiful . . . light, natural-looking, glare-free, remarkably slip resistant and easy to maintain.

If you're planning a new gym or refinishing one in existence be sure to investigate Crystal Seal-O-San. Write Huntington Laboratories today for information and prices.

HUNTINGTON  LABORATORIES

HUNTINGTON, INDIANA

PHILADELPHIA 35, PA.

TORONTO 2, ONTARIO



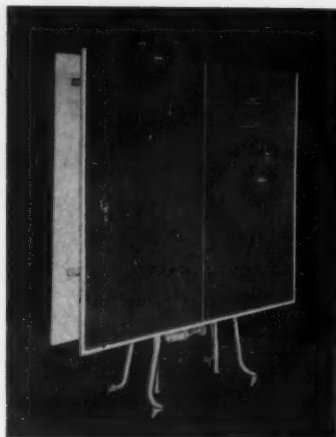
Table-Tennis Table SE-415

Occupies Small Storage Area

Rapid portability, small storage requirements and sturdy construction are the features of the new Model 2100 Sico table-tennis table. The unit is regulation in size and weight.

When not in use, the table folds easily, employing the non-tip linkage principle and it can be quickly rolled to its storage place on 4" rubber casters that will not mar floors.

All-welded structural steel frame is unitized to form a solid base. Made



of $\frac{5}{8}$ " fir plywood, the table top is painted a flat green with regulation white court lines.

SICO MFG. CO., INC., 6045 Pillsbury Ave., S., Minneapolis 19, Minn.

Glazing Compound SE-416

Reduces Glass Breakage

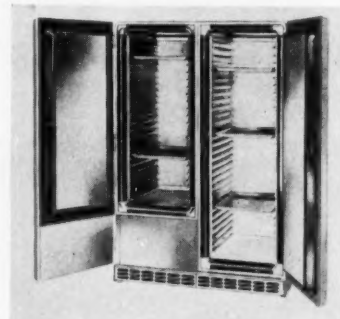
Cushion Glaze is the name of a newly introduced non-drying glazing compound, developed especially to reduce glass breakage and maintenance costs. The glaze does not set hard like putty, but simply films over on the top and remains permanently elastic underneath. Consequently, it absorbs the jars, shocks, etc., the expansion and contraction of the sash, and other strains which previously were transferred to the glass.

Cushion Glaze is shipped completely mixed and ready to use.

THE LINCOLN OIL AND PAINT CO., 3921 Mayfield Rd., Cleveland 21, Ohio.

Refrigerator SE-417

Has Interchangeable Interiors



The Sta-Kold Model RDA-40-S Dough Retarder-Salad Refrigerator features interchangeable interiors that are adjustable on one inch centers to take any combination of bakers pan slides, stationary or pull-out meat rails, stationary or pullout shelves and refrigerated drawers. Interior accessories can be changed in minutes; no tools are needed.

The top, sides, back and interior are of corrosion-resistant aluminum. Dimensions are: width $50\frac{1}{4}$ ", depth $33\frac{1}{2}$ ", and height $72\frac{3}{4}$ ".

VICTORY METAL MFG. CORP., Plymouth Meeting, Pa.

SE-24

the three **R**'s
of
REALOCK FENCE

Round-the-clock protection
Reduced danger of vandalism
and other hazards
Resistance to weather for
maintenance-free long-life

See your classified telephone directory for nearest sales office
or write to any of our three division offices for free estimate.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland

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THE COLORADO FUEL AND IRON CORPORATION

BRANCHES IN ALL KEY CITIES



2771

Pointing Gets the Idea Across

only VU-LYTE has this Built-in Pointer!



- ➡ VU-LYTE's Built-In Pointer (a sharp clear white arrow) is a great aid to Public Speakers.
- ➡ Pointing with an Arrow makes learning easier.
- ➡ The VU-LYTE Built-In Arrow Pointer is the most advanced, most widely used pointer in Opaque Projectors today. It's the most efficient pointer, yet the simplest to operate. That's why it's so helpful.
- ➡ Using the VU-LYTE's Built-In Pointer is one of the best methods known to get ideas and facts across so they're remembered.

FREE DEMONSTRATION of VU-LYTE with BUILT-IN POINTER!

If you are interested in quicker, better learning, mail the coupon for a FREE DEMONSTRATION. You'll be amazed at how the VU-LYTE with BUILT-IN POINTER gives expression to your full Executive potential. Of course, there's no cost or obligation.

The VU-LYTE projects anything in natural colors. No slides or other preparation is necessary. The VU-LYTE takes copy as large as 10 x 10 inches, can project it to 10 x 10 feet!

FOR THE BRIGHTEST SHARPEST PICTURES, FOR THE EASIEST OPERATION, for the Opaque Projector that's PROVED most durable... it's VU-LYTE!

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60 Badger Avenue, Newark 8, N. J.
Gentlemen:
Please arrange for a Free Demonstration
at my convenience.

Name _____ Position _____

School _____

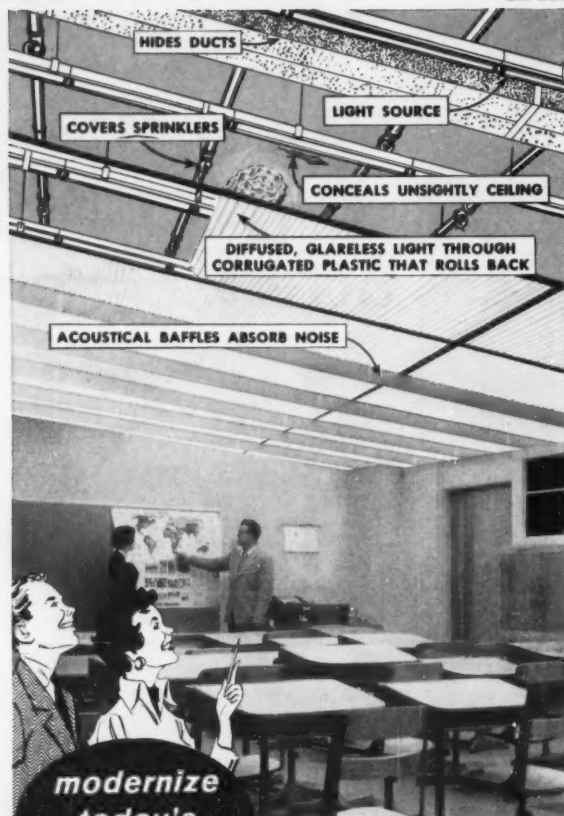
School Address _____

City _____ Zone _____ State _____

EDUCATIONAL DIVISION

CHARLES *Beseler* COMPANY
EST. 1899

60 Badger Avenue, Newark 8, N. J.



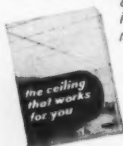
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today's
classrooms** with yesterday's budgets

Combine light, sound control and air flow
with an **Acusti-Luminus Ceiling**
...the newest trend in modernization!

This all-over ceiling of glareless, shadowless light brings soft, even illumination everywhere in the classroom to protect against eyestrain and step up learning efficiency. It also provides important sound control and a ceiling-wide space for air conditioning and heating. These three essential elements for today's modern classrooms are combined at a cost that's lower than conventional illumination and sound control alone. ACUSTI-LUMINUS CEILINGS are made from unbreakable, corrugated LUMI-PLASTIC and labeled by Underwriters Laboratories for installation under sprinkler systems.

..... over 4500 installations!

See the low cost modernization achieved by an Acusti-Luminus Ceiling for yourself... send for free illustrated booklet and location of a school installation near you.



Luminous Ceilings, Inc.
Dept. E-1 2500 W. North Ave.
Chicago 47, Ill.

Please send me your free illustrated booklet and tell me where I can see an ACUSTI-LUMINUS CEILING installation!

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Firm name _____
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World's Most Diversified Line Curtain Tracks and Controls

ADC offers the largest, most complete line of curtain track equipment for auditorium stages, classroom partitioning and audio-visual blackout window draperies . . . for new and remodeled schools.

— TRACKS —

SPANOTRAC—for use with light-to-medium weight curtains for classroom or auditorium windows, and small stages.

BESTEEL—for medium weight curtains in lengths up to 36 feet.

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FLEX-I-TRAC—Curved cyclorama track (walk-around only) for providing a variety of stage settings.

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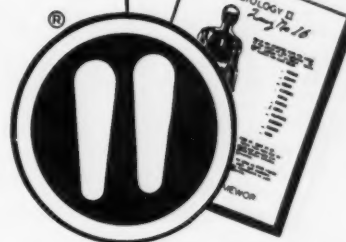


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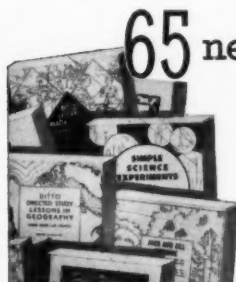
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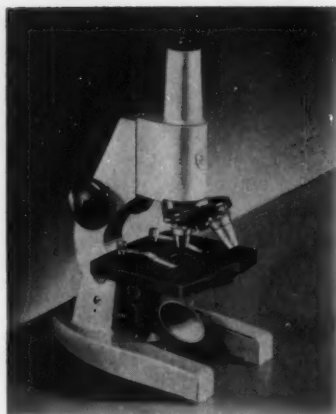
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SE-418
Low-Cost Microscope
Is Simple to Operate

American Optical's No. 73 Microscope has a single combination coarse and fine adjustment control simplifying operation.

A dual cone nosepiece, a gear-train coarse-fine adjustment which prevents racking objectives into slides, and a rotating 5-aperture disc diaphragm which "clicks" into each numerically identified position are convenience features. Because the position of the control knobs and stage are lower than that of



other microscopes of this type, the

student is able to work in greater comfort.

The microscope is available with a mirror or an attached illuminator.

AMERICAN OPTICAL CO., INSTRUMENT DIV., Buffalo 15, N. Y.

SE-419
Folding Tables
Provide Comfort, Convenience



The 1955 line of Luxwood All Purpose Folding Tables features Contour Comfort styling. Seating capacity is increased by providing free knee space at legs and ends of tables.

Four models are available in a full range of sizes: a hardwood, plywood top in either blond or walnut finish; a hardboard top in walnut with blond trim; and a plastic top in standard and special colors. Plywood and hardboard tops are finished in a plastic base, hot lacquer that resists heat and liquids.

THE JAMES P. LUXEM CO., 3344 N. Lincoln Ave., Franklin Park, Ill.

SE-248
**"Just a bug he
 picked up somewhere*..."**



**KEEP THEM HEALTHY WITH
 COLT AUTOSAN DISHWASHERS!**

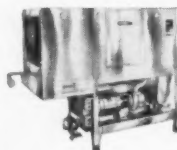
WHEN YOU EXPECT high grades and full-time attendance from a youngster, you owe it to him to help keep him physically fit.

Protect him from "unsafe" dishes with sanitizing Colt Autosan Dishwashing Equipment! Every step in the Colt dishwashing process contributes to cleaner sanitary dishes—from contamination-free automatic pre-flush, through exclusive "cloudburst action" wash, to 180° sanitizing rinse.

Durable Colt-engineered Autosans are economical to operate. Many have been in daily use for over 25 years! Write for complete information. COLT'S MANUFACTURING COMPANY, Dept. E-2, Hartford 15, Conn.

COLT AUTOSAN DISHWASHER

MODEL RC-30 (2400 dishes per hour)
 New design based on research in scores of kitchens. New wash chamber door gives easy access to interior, simplifies tube and scrap tray removal and cleaning. New wash spray distribution concentrates



spray, increases washing efficiency, improves splash control. Requires only limited floor space. Also available without pre-flush.



COLT AUTOSAN

DISHWASHING, SANITIZING, DRYING MACHINES, and VEGETABLE PEELERS

MADE BY THE MAKERS OF FAMOUS COLT HANDGUNS, INDUSTRIAL PACKAGING EQUIPMENT, AND MOLDED PLASTIC PRODUCTS

SE-420
Chalkboard

Made of Porcelain Enamel

The Jecmen Co. has developed a chalkboard called Skyrte embodying structural sandwich or curtainwall construction.

The three basic construction elements are: porcelain steel face and galvanized steel back separated to a full 1/2" thickness by Douglas Aircomb. The Aircomb core is a special honeycomb material which is fire-resistant, carries sheer stresses, resists environmental factors, resists compression and tension loads normal to the face of the panel.

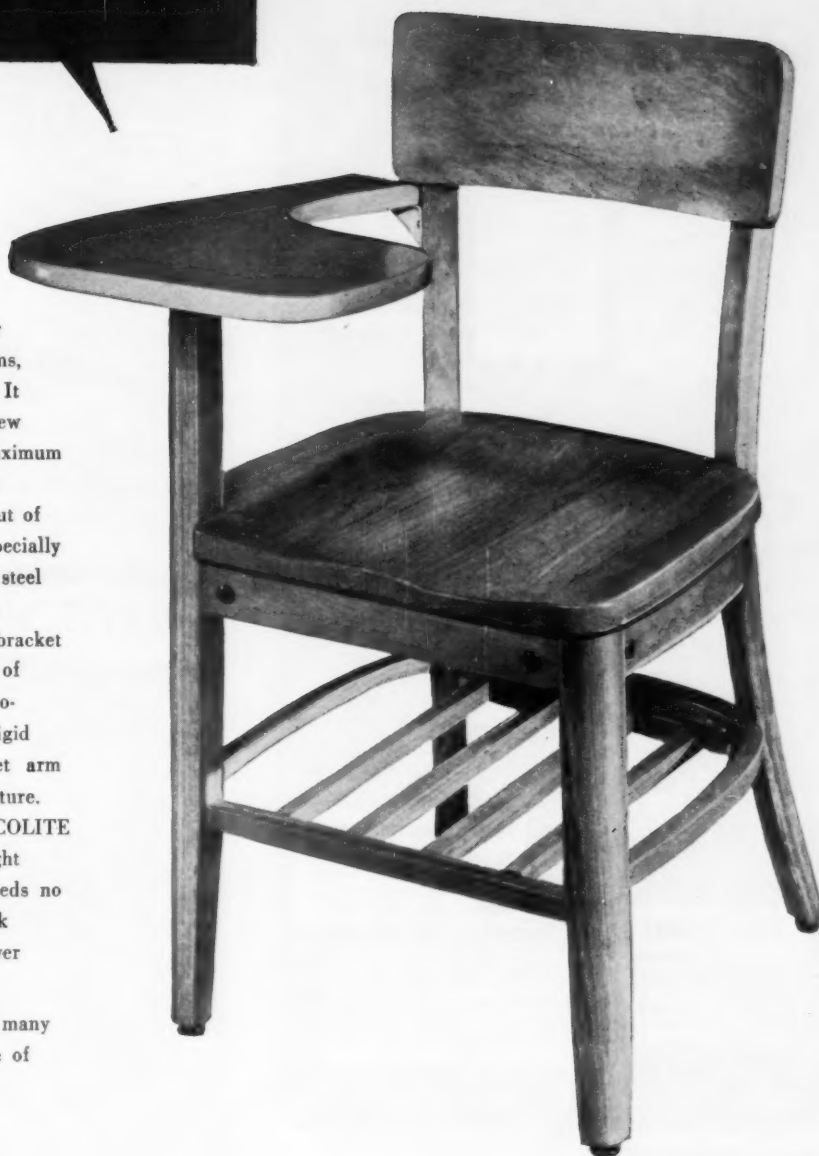
The chalkboard will not warp, buckle, or delaminate.

THE JECMEN CO., 4608 W. 20 St., Chicago 50, Ill.

NATIONAL'S NEW TABLET ARM CHAIR

National's new tablet arm chair is the perfect unit for classrooms, lecture rooms and study halls. It has been designed with many new exclusive features to provide maximum seating and writing comfort in minimum space. Built throughout of selected hardwood, it has a specially designed T-bracket of 14-gauge steel on the front leg supporting the tablet arm. A stamped steel bracket ties the back pillar to the rear of the tablet, making a perfectly coordinated unit for maximum rigid support throughout. The tablet arm in itself is a distinguishing feature. It is a Nevamar-surfaced NATCOLITE unit that stays smooth and bright through years of service. It needs no maintenance other than a quick whisk of a damp cloth . . . never needs refinishing.

The tablet arm chair is one of many new additions to National's line of Multi-purpose furniture.



NATIONAL SCHOOL FURNITURE COMPANY

Div. of National Store Fixture Co., Inc.

● ODENTON, MARYLAND

February, 1955

157

Now Rauland ALL-FACILITY Central Control Dual-Channel SCHOOL SOUND SYSTEMS

Unsurpassed Educational Tool: The RAULAND S220 All-Facility Console gives you modern, smooth administrative control of the entire school plant. Available to serve up to 80 rooms, the system performs every conceivable function: distribution of administrative information, radio broadcasts, recorded music, school entertainment, instruction—plus instant 2-way intercommunication with all classrooms. Available also in S120 Console model, less desk. The last word in School Sound—quality-built to remain modern for years.

Your Choice of Every Desirable Program Facility

Program Panel

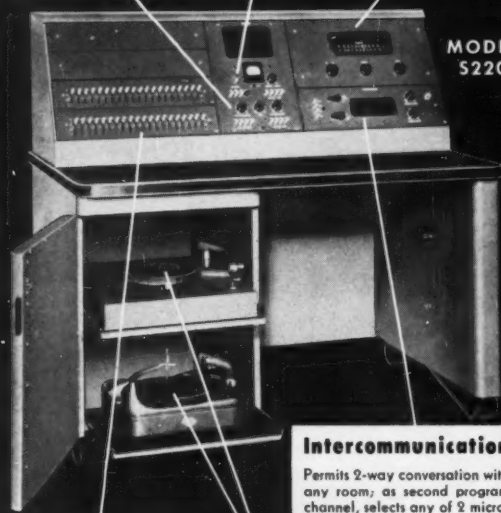
Selects any of 3 microphones or Room Return; mixes with any of 4 programs: Radio, Phono, Recorder or Remote Line. (Second program channel is combined with intercom panel.)

One-Operation Emergency, All-Call and Pre-select Switch

FM-AM Radio

Selects any radio program on the complete FM band or the entire AM standard broadcast band.

MODEL
S220



Intercommunication

Permits 2-way conversation with any room; as second program channel, selects any of 2 microphones, radio or phonograph.

Switch Panel

Selects any or all rooms (available with up to 80 room capacity) for all program distribution functions.

Phono Equipment

Choice of Automatic Changer playing all record sizes and speeds, or Transcription Player playing up to 16" records of all speeds.

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3515-E West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems. We have.....
classrooms; auditorium seats.....

Name.....Title.....

School.....

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City.....Zone.....State.....

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In QUALITY
Moderate
In PRICE**

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C 7703B DRAFTING TABLE



STANDARD DRAFTING TABLE

Symbol of  Superiority

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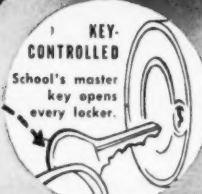
NEW!... STAINLESS STEEL CASE

Master No. 1525

Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

Master No. 1500

Same as No. 1525, but without key-control.

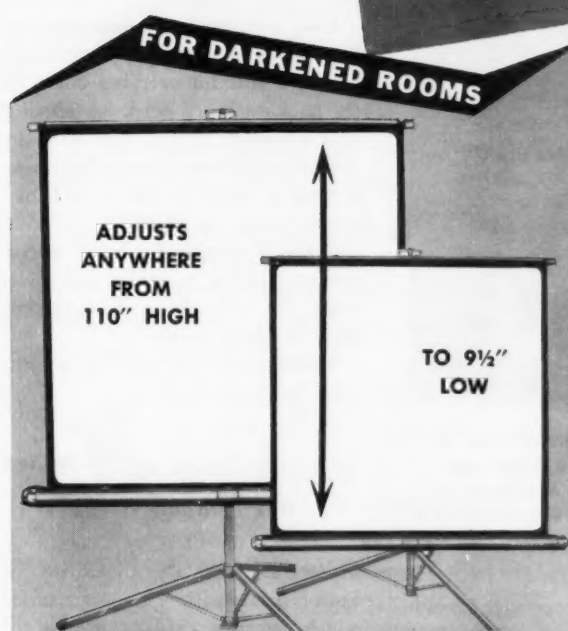
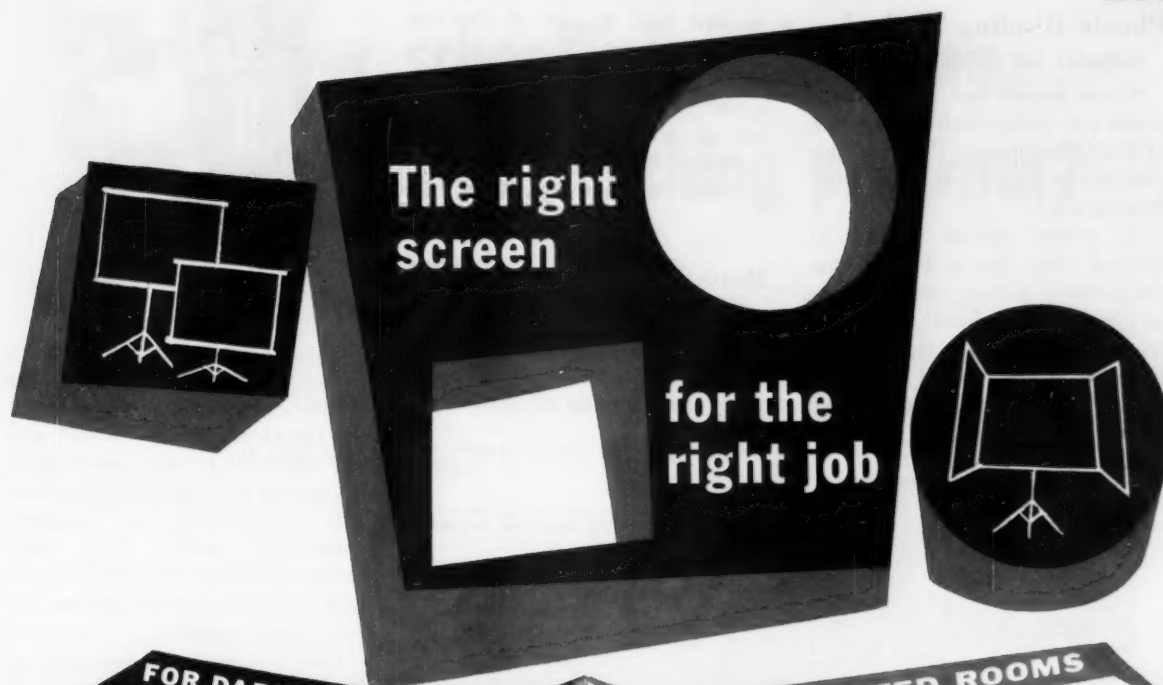


FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8.

Master Lock Company.

Milwaukee 45, Wis.

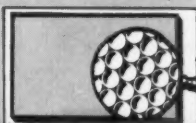
World's Leading Padlock Manufacturers



New RADIANT "Educator" with full height adjustment

For classroom or auditorium . . . with or without platform or stage, the Radiant Educator can be quickly set up for perfect visibility. A touch of the toe and the extra sturdy tripod legs fly open. The 70" model adjusts from only 9½" from the floor to a height of 110" . . . and is easily adjustable to square sizes for slides, rectangular sizes for movies. Fully guaranteed for 10 years.

The "EDUCATOR" features Radiant's new, improved "perma-White" Processed Vyna-Flect glass beaded fabric to guarantee the most perfect picture projection possible. And this Vyna-Flect is mildew-proof, flame-proof and washable.



RADIANT Projection Screens

RADIANT MANUFACTURING CORP. • 1210 S. TALMAN • CHICAGO 8



New RADIANT "Classroom" with full 90° viewing angle

Projecting in lighted rooms is no longer a problem. The advanced design of the Radiant "Classroom" Screen has proven its ability to show bright, clear pictures under normal artificial or daytime lighting conditions. Doubles the efficiency of visual aid programs . . . eliminates the need for costly room darkening equipment in most classrooms. The screen surface is unbreakable.

Brilliant, clear pictures which can be seen throughout a full 90° viewing angle permits every student to see a sharp, clear picture from his own seat.

Ask for demonstration to determine whether Radiant "Classroom" can solve your lighted room problems.



RADIANT MFG. CORP.
1210 S. Talman, Chicago 8, Ill.

Yes, I want to get full story of the two remarkable new developments—the Radiant "Educator" and "Classroom" Screens.

Name _____

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My dealer's name is _____

SE-421
Plastic Binding Method
Suitable for School Annuals

School annuals can now be hand bound with plastic bindings by means of Plastico Alignment Pegs available without cost from licensees of Plastic Binding Corp.

To protect against spoilage of finished sheets due to inexperience, the company advises schools to obtain prepunched sheets and covers from Plastico licensees, together with bindings of the desired style and color. The sheets can then be typed,

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Plastico bindings are available in a variety of colors and practically any size.

PLASTIC BINDING CORP., 732 S. Sherman St., Chicago 5, Ill.

SE-422
Book Truck
Has Removable Shelves

Designed for many jobs around the library, the Ames Book Truck is equipped with six 8" bracket-type



shelves, each 36" in length. The shelves are readily removable from the slotted supporting uprights and are adjustable to any desired vertical spacing at 1" intervals. The truck will accommodate any standard bracket-type shelves. Two fixed casters and two swivel casters, all with 5" rubber tires, are used for easy, silent operation.

Uses include: convenient shelving for temporary storage of returned books; a cart for carrying books to the book-stacks; a truck for moving loaded shelves to a new location in the stacks; a handy means for transporting a series of reference books to the point of usage; a movable case for displaying books of special interest; and a movable work desk made by inserting a flush-bracket shelf at desk height.

W. R. AMES CO., 150 Hopper St., San Francisco, Calif.



New Research Building of Wyandotte Chemicals Corporation, Wyandotte, Michigan.

One of Wyandotte's Laboratories showing Kewaunee Equipment with KemROCK Tops.

KemROCK
 is one of our

TOP salesmen!



● Back of every piece of Kewaunee Equipment is nearly 50 years of constant advance in design, construction and working convenience that has kept pace with the progress of Industries, Hospitals and Educational Institutions.

● And when it comes to Tables, Sinks and other Laboratory pieces requiring "Tops" defiantly resistant to acids, alkalis, solvents, heat and abrasion—KemROCK steps into the picture as one of Kewaunee's "Top" salesmen. For example, back in 1941 Wyandotte Chemicals Corporation first ordered

Kewaunee Equipment with these "Toughest of all Tops." Now after 14 years of experience, Wyandotte again specifies "Kewaunee with KemROCK Tops" for their modern Research Building.

● KemROCK is an exclusive Kewaunee product made from natural stone (free from veins and seams)—impregnated and coated with a synthetic resin—then baked. It is jet-black—takes a high polish and adds much beauty as well as amazing extra service to Laboratory pieces.

New Free Folder on KemROCK

sent on request. Remember, too, that Kewaunee field engineers are available to you without cost or obligation.

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 Denver, Space K-15-17
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Kewaunee Mfg. Co.

J. A. Campbell, President
 5031 S. Center St. • Adrian, Michigan

SE-423
Waste Receptacle
Has Tamping Device

Tamp is the name of a new type of waste receptacle featuring a built-in automatic tamping device which permits a load capacity of up to 40 times more than that of conventional receptacles.

Light pressure of the foot on a treadle at the base of the receptacle raises the tamper while opening a door into which the waste is dropped. When the treadle is released, the waste is automatically tamped down and baled in a container which is readily removed for convenient disposal without the hands touching the contents.

PET METAL PRODUCTS CORP., Wallingford, Conn.

Is your school's bookkeeping in step with its teaching program?

Too often a growing school system is streamlined and efficient in both teaching and plant—all except its business office which may still be limping along with out-of-date or pen-and-ink bookkeeping methods.

That's false economy. Because mechanized accounting can cost so little to install and it increases the efficiency so much it pays for itself in no time. For actually the Monroe is far less costly than any other machine of its kind.

This Monroe Bookkeeping Machine saves clerical time, furnishes neat, legible, and permanent records. The Monroe is versatile for it handles both budgetary control and complete payroll work. It is fast, the unencumbered balances of the budget accounts are always up to date and the payroll is out on time; financial reports are ready when needed. It is so easy to operate any clerk can master it quickly.



Now, with the Monroe, any town or district school system, no matter how small, can benefit from all the advantages of fast, efficient machine accounting.

For complete information mail the coupon. A local Monroe representative will gladly call at your convenience to explain how the business offices of so many schools have improved their bookkeeping methods by this inexpensive machine and system.

OPERATORS WHO KNOW... PREFER

MONROE

CALCULATING, ADDING, ACCOUNTING MACHINES



**Monroe Calculating Machine Company, Inc.
Educational Department
Orange, N. J.**

Without obligation, I want more information about the Monroe Bookkeeping Machine for schools. Have your nearest representative contact me for an appointment.

NAME _____

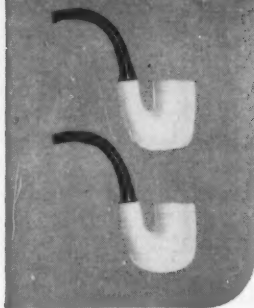
TITLE _____

SCHOOL _____

ADDRESS _____

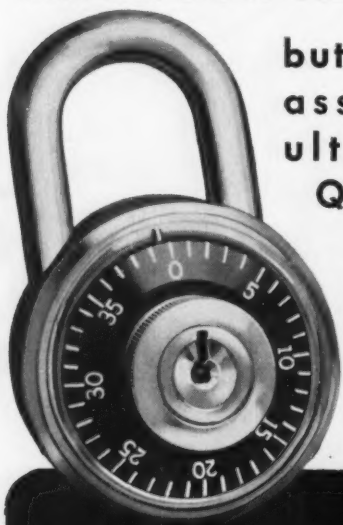
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but what a difference in smoking**



The ingredients and craftsmanship of a genuine Meerschaum are the finest... yet the appearance of a Meerschaum pipe and one designed to sell for a nominal sum may be much the same. Years of smooth smoking pleasure tell the difference.

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QUALITY**

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As a Meerschaum pipe gives long smoking enjoyment, so does a National Lock combination lock give many years of dependable security. The best materials, superior craftsmanship and years of lock-making experience make this a certainty. Free, simplified lock-record charts are furnished with orders to facilitate locker control. An attractive leatherette binder is provided free with orders of 100 or more locks. Write on your letterhead for full information and free sample lock.



NATIONAL LOCK COMPANY
Rockford, Illinois • Lock Division



**free tool
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for the trowel trades

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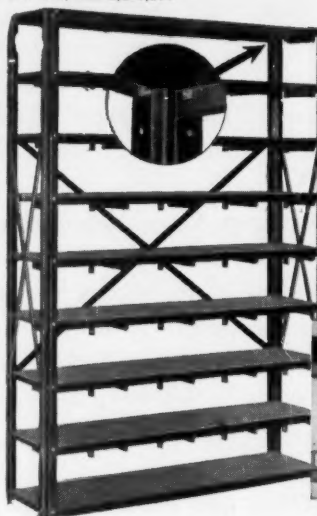


GOLDBLATT TOOL CO., Dept. X-2
1934 Walnut, Kansas City 8, Mo.

NEUBAUER
"TWIN-POST"

**Gym
BASKET RACK**

U.S. Pat. No. 2,621,000



**Rigid Corner Posts—
Safer Recessed Hasps**

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature.

FREE ESTIMATES — Neubauer gym Basket Racks are made in capacity desired for any size basket and can be equipped with casters. Olive green or airline grey. Special colors available.

Inquiries invited from school supply dealers.

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MICARTA ENHANCES FUNCTIONAL DESIGN OF BRUNSWICK SCHOOL FURNITURE

Brunswick's new line of classroom furniture is both uniquely flexible and exceptionally durable—and much of the credit goes to its MICARTA surfacing.

Brunswick specified MICARTA because this attractive, super-tough plastic makes an ideal work surface for all kinds of school activities from writing or painting to food preparation. This is because MICARTA offers amazing resistance to scuffs, scratches, stains and burns. It's a material that never needs waxing, polishing or refinishing. It cleans to a gleam with the swish of a damp cloth.

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J-06603

*Classroom furniture by Brunswick-Balke-Collender Company in use
at Southwest Elementary School, Evergreen Park, Illinois.*



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SESE-2-55

Electronics Kit

SE-424

Has 82 Components

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Experiments cover a wide range of topics—capacitors, voltage divi-



ders, frequency multipliers, lowpass

and highpass filters, frequency discriminators, electrical indicating instruments, rectifiers, resonant circuits, fly-back voltage supply principles, and many more.

CROW ELECTRI-CRAFT CORP., 1102 Shelby St., Vincennes, Ind.

Floor Sealer

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For Gymnasium Floors

Jim-Kote Lumx has been developed especially to seal gymnasium floors. It provides a smooth resilient playing surface that is durable yet furnishes safe, sure footing. In addition, the sealer will not darken the wood flooring.

Made of plasticized resins, Jim-Kote Lumx is easy to apply and maintain. The sealer is alkali-, acid- and water-proof and has a beautiful, lustrous surface.

THE SELIG CO., Atlanta, Ga.

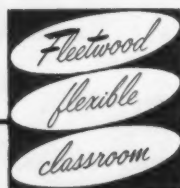
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FLEETWOOD Flexible Classroom . . .

today's wisest investment for
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Classroom areas are easily rearranged to meet changing needs.
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Extra-rugged construction for long life even with extreme abuse.
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Functional, child-proportioned styling in harmoniously blended units.
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Purchase only the units required and add more as needs dictate—at a lower overall cost than with comparable built-in fixtures.

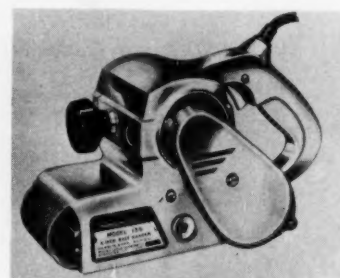


WRITE . . .
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Belt Sander

SE-426

Is Faster, More Efficient



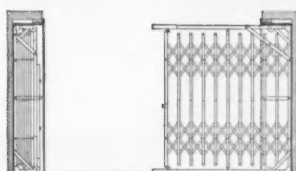
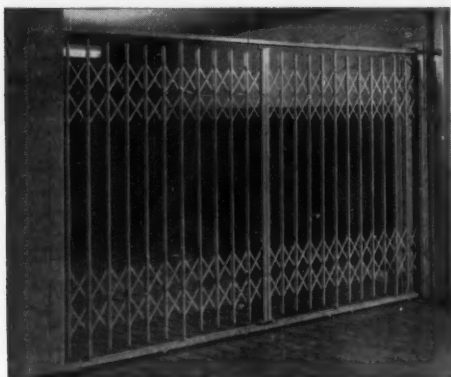
The Porter-Cable Model 136 Belt Sander is compact and low in price. Belts can be interchanged instantly making it easier to work through three or four grades of grit from coarse to fine or to change from woodworking to metalworking abrasives. The belt also produces a straight-line sanding action making it possible to sand right up against corners.

A shaped handle with a trigger switch equipped with holding lock-button provides positive, instantaneous control. The machine measures 6 1/8" wide, 7" high, 11 3/4" long, and weighs only 10 lbs.

PORTER-CABLE MACHINE CO., Syracuse, N. Y.

Day and Night, More Schools Rely On

Acorn folding gates



(Illustrated above) Acorn "in-a-wall" folding gate unit. Diagram shows half of unit compactly folded into wall cabinet.

to...

PROTECT school property and equipment from casual damage or acts of vandalism after school hours.

INSURE quick, easy control of after hours groups using gymnasium, auditorium or class rooms.

SCHOOLS WORK OVERTIME TOO! More and more communities are now enjoying the facilities that schools offer for class instruction, sports events, lectures and public meetings. All after scheduled school hours! During such times, Acorn "in-a-wall" Folding Gates act as a school guardian. Quiet, impersonal, architecturally correct, they keep the evening crowds neatly channeled into the auditorium or gymnasium, and away from unused classrooms. The evening over—the gates are folded into small flush cabinets. No fuss, no bother, just complete, dignified security. Ideal for new or old school, there is a gate to meet any requirement. Full specifications available in Sweet's Architectural File, or simply write for the new Acorn catalog today.

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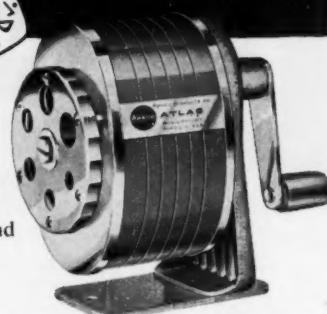
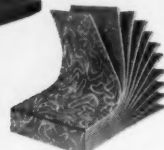


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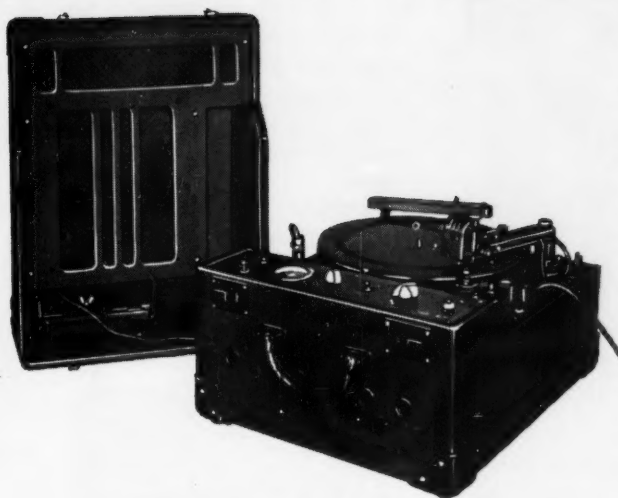
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In Extra-Heavy Duty Model

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The Floormobile has a powerful,

suction nozzle, with a wide orifice, mounted just above the floor surface, and it will pick up dust, dirt, and trash at the rate of 20,000 sq. ft. an hour.

HANDLING DEVICES Co., Inc., 43 Pearl St., Brookline 46, Mass.

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SE-428

In Two Speeds

The Rondine Jr. is a high-quality, low-priced, two-speed turntable for 33 1/3 and 45 rpm records.

The outstanding feature of this



machine is that it employs the "floating" idler. This development in mechanical filtering has virtually eliminated acoustical coupling between motor and turntable, effecting a greater reduction in rumble than heretofore.

The Rondine Jr. is driven by a 4-pole induction motor. Other special features include a built-in retractable hub for 45 rpm records and a permanently affixed strobe disc for instantaneous speed checking. The turntable itself is made of cast aluminum. A cork-neoprene mat material is used to prevent record slippage.

REK-O-KUT Co., 38-01 Queens Blvd., Long Island City 1, N. Y.

SE-256

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First in value because they have everything you want in a folding table—modern styling... master crafted finishes... ease and safety of handling... compactness for storage... made to last... greatest seating comfort.



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Midwest tables are the perfect solution for effortless low-cost conversion of multi-use rooms. The No. 1 choice of leading schools, clubs and institutions because they set up easily, fold quickly, and store compactly when not in use.

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- Exclusive "off-center" leg design for seating comfort.
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Roselle, Illinois



Keokuk Senior High School, Keokuk, Iowa
 Architect: Perkins & Will, Chicago
 General Contractor: Lovejoy Construction Co.
 Acoustical Contractor: Acousti-Celotex Division, Perma-Stone, Des Moines, Ia.

QUIET goes to school in Keokuk

... And another Iowa school scores in the battle against noise, one of learning's most annoying obstacles. Today, thanks to Acousti-Celotex Sound Conditioning, the Keokuk Senior High School enjoys an atmosphere of study-aiding quiet throughout.

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Says John W. Conrad, Keokuk's Superintendent of Building and Grounds: "We have in our school system eight buildings acoustically treated. Our first application was made in 1947, the results of which prompted our Board of Directors to approve acoustical treatment in our yearly plan of modernization."

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For Teaching Small Groups

The AVR Hi-Fi Phono and high fidelity earphones combine to bring the world of recordings to small groups and individual students without costly sound booths. They provide a practical solution to the problem of providing learning by listening in classrooms, libraries, study halls, and audio-visual centers with-

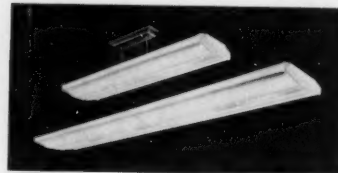


out disturbing other students.

Applications include the following subject areas; music, foreign language, children's stories, drama, poetry, social studies, and shorthand drill.

AUDIO-VISUAL RESEARCH, 531 S. Plymouth, Chicago 5, Ill.

Luminaires SE-431 Feature Low Surface Brightness



Mitchell's new plastic-shielded "Lume-Glow" luminaire series includes eight luminaires and the matching two-lamp and four-lamp units in four- or eight-foot lengths. Lamp types which may be used are T-12 medium bi-pin, T-12 Rapid Start and T-12 Slimline.

Recommended for pendant mounting, the units are constructed with a one-piece, die-formed 20 gauge steel body channel finished in heat-resistant baked white enamel.

The luminaires have been designed to deliver a high upward component and diffused downward lighting.

MITCHELL MFG., 2525 N. Clybourn Ave., Chicago, Ill.

Ceiling Panels SE-432 Transmit Light

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THE CELOTEX CORP., 120 S. La Salle St., Chicago, Ill.

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SE-258

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Bare floors

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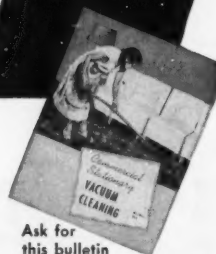
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Walls

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... with this new structural panel it's *built right in!*

Here's a ceiling with a "built-in silencer"! It's formed of remarkable acoustical-structural, cellular steel, long-span Fenestra* Building Panels with an *integral* acoustically perforated steel ceiling surface. An efficient sound-deadening material is enveloped within the cells—no acoustical material need be "stuck on"—there's nothing to come loose and fall down. And you don't spend an extra penny for special labor for this acoustical treatment!

This "package" unit acts as the ceiling and the joist and deck support for finished roof or—if your building has extra stories—a strong, sturdy sub-floor for rooms above. Fenestra Steel Panels are noncombustible, are durable for the life of the

building and handsome enough for the finest building. Maintenance washing or painting won't affect the acoustical efficiency. Little wonder there's such tremendous economy in using these versatile Fenestra Building Panels!

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**ACOUSTICAL
PANELS**

Architectural, Residential and Industrial Windows • Metal Building Panels
Electrifloor† • Roof Deck • Hollow Metal Swing and Slide Doors

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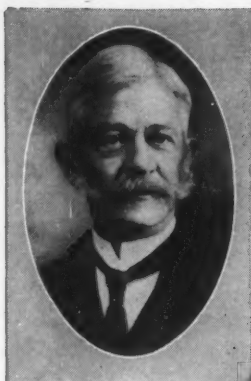
PANELS are laid over the rigid steel frame during course of erection, combining in one unit acoustical ceiling, joist and deck. Be sure to investigate before you plan your next building! Once your building is started, it's too late!



MORE AND MORE schools are using this acoustical-structural material. Willard Elementary School, Willard, Mo., uses 20,000 sq. ft. Architect: I. Dale Allmon, Springfield, Mo. Contractor: DeWitt Construction Co., Springfield, Mo.



ANOTHER SCHOOL INSTALLATION in Trumbull Elementary School, Trumbull, Connecticut, uses 14,000 sq. ft. Architect: Lyons & Mather, Bridgeport, Connecticut. Contractor: E. R. Smith, Inc., Stratford, Connecticut.



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Springfield, Massachusetts

SE-339

Monroe FOLDING BANQUET TABLES

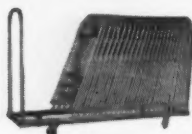


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NOW, Monroe Folding Banquet Tables, at no extra cost, are offered with completely finished tops, highly resistant to most serving hazards. May be USED WITHOUT TABLE CLOTHS, if desired. Also available in Formica and Ormacele special color and pattern types. Write for catalog with direct factory prices and discounts to religious and educational institutions, clubs, lodges, etc.

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Chair
Truck TSC

Transport and store your folding tables and chairs the easy, modern way on MONROE Trucks. Construction of Transport-Storage Trucks permits maneuverability in limited space. See Catalog.



Complete Line of
Folding Chairs

THE Monroe



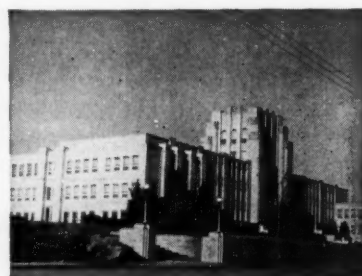
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COLFAX, IOWA

SE-340

Repair
Weather
Damage
NOW



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Write for a consultation with our field engineer.

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Folding Chair SE-436

Made of Durable Steel

The Virco folding steel chair is attractive, lightweight and durable, constructed for years of rugged service. It is designed to be completely free of tipping, pinching or snagging hazards. It folds easily, stacks compactly.

The chairs are available with all-steel, padded, or plywood seats.

VIRCO MFG. CORP., 15134 S. Vermont Ave., Los Angeles 44, Calif.



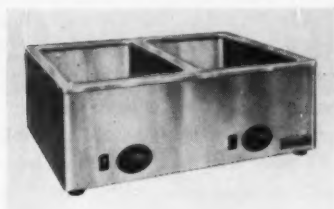
Designed to bring full figuring automation to the office, the Monroe Simplex offers these advantages in addition to its single keyboard fea-

tures: automatic dividend alignment with on and off control; automatic clearance of upper dials from the divide key; automatic carriage return from negative, accumulative and multiplying keys; split control for the lower dials for retention of amounts in either side of the split; automatic keyboard clearance control permitting amounts to remain on the keyboard or be cleared at the end of operation, as desired; larger keybuttons for better finger control.

MONROE CALCULATING MACHINE Co., Inc., Orange, N. J.

Hot Food Storage SE-437

Provides Dry or Moist Heat



Using the one-piece stainless steel clad wells that are used on the Seco-Matic Hot Food Tables, these new Scotty Electro-Matics have the standard 12" x 20" openings to accommodate any of the hundreds of Seco-Ware food storage pan combinations. Each well is individually controlled to provide either dry or moist uniform heat concentration around each food.

Two standard sizes are available, the one opening and the two opening. Each of these units has an overall height of only 10 1/8". Each well is equipped with a Westinghouse Corox 300 watt heating element with thermostatic control, and each well has an individual on-off thermostatically controlled switch and red pilot light.

SECO CO., INC., 5206 S. 38 St., St. Louis 16, Mo.

Automatic Calculator SE-438

Has Many New Advantages

Monroe Calculating Machine Co. announces the Simplex Monro-Matic, newest in the line of automatic calculators.

SE-262

TEACHING INSTRUMENTS

MICROSCOPES

- Priced low for school budgets
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- New achromatically balanced objectives colored for rapid identification

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- Designed especially for microscopes
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Table illuminator for up to four microscopes. Large metal shade directs light towards table surface.

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No. 665

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NEW No. 735

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No. 785

Two inches lower than conventional instrument for student comfort. Built-in light source. Single, spring-loaded focusing adjustment. 100X and 430X magnifications. 5 or more **\$9810** each

No. 385A

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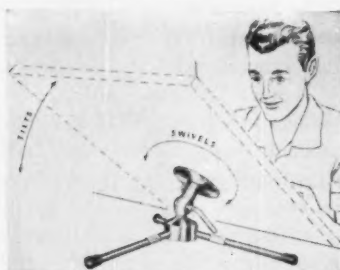
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SE-433

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attached to any board and used for drawing, painting, planning or sketching.

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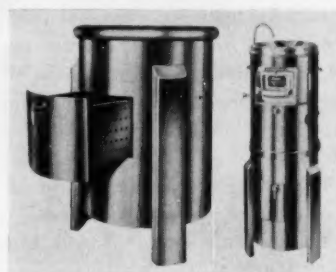
The drawing stand locks at any angle and will swivel or tilt to any desired position. Made of hand-polished precision aluminum.

ARSCO AMERICAN, INC., 3308 Edson Ave., New York 69, N. Y.

Peel Trap Base

SE-434

Converts Portable Peelers into Floor Models



Universal Industries introduces a new peel trap base as an accessory which converts any portable Univex peeler into a floor model for permanent installation.

This stainless steel base allows Univex portable peelers to be bolted to the top of the base with provision for peeling waste to be filtered into the stainless strainer within the base.

Construction is of heavy stainless steel, satin finish, with adjustable stainless legs to accommodate different sink heights.

UNIVERSAL INDUSTRIES, 360 Mystic Ave., Somerville, Mass.

SE-261

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Peeler and Base \$219.90

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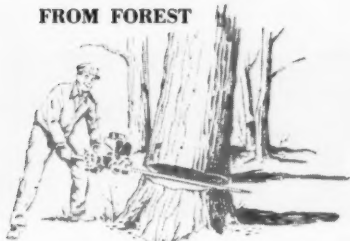
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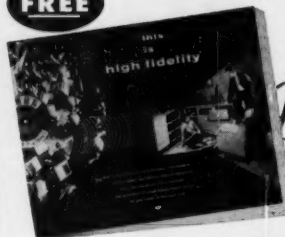
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SCHOOL EQUIPMENT INDEX—FEBRUARY, 1955

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

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202	Johnson Automatic Temperature Control	246	Colorado Reacock Fence
203	Nesbitt Syncretizer with Wind-O-Line Radiation	247	American Desk School Furniture
204	Finnell Sanax Wax Cleaner	248	Colt Autosan Dishwasher
205	Executone School Intercom	249	Cyclone Fence
206	The Encyclopedia Americana	250	Herman Nelson Ventilation Products
207	De Luxe Steel Library Shelving	251	Kewaunee KemROCK Tops for Laboratory Furniture
208	Aluminum Windows	252	Society for Visual Education Filmstrip Library
209	Libbey-Owens-Ford Tempered Plate Glass	253	Fleetwood Flexible Classroom Furniture
210	General School Desks	254	Duke Thurmduke Food Service Equipment
211	Medart Steel Lockers	255	Heywood-Wakefield Trim Line School Furniture
212	Adams & Westlake Reversible Windows	256	Michaels Time-Tight Exhibit Cases
213	Keyes Fibre Square Meal Tray	257	Breuer Tornado Vacuum Cleaner
214	Ampro Audio-Visual Equipment	258	Spencer Vacuum System
215	American Seating Metal and Plastic Desk Top	259	Royal Typewriters for Schools
216	Griggs School Seating	260	U. S. Plywood Weldwood, Navaply and Micarta
217	Richards-Wilcox FoldeR-Way Partitions	261	Universal Industries Univex Vegetable Peeler
218	Shwayder Samsonite Classroom Furniture	262	American Optical Teaching Instruments
219	National Audio-Visual Association	263	Tennant Floor Machine
220	Benjamin Porcenell Chalkboard	264	Churchill Ver-Seal Floor Finish
221	Powers Automatic Temperature Control	265	Berlin Ez-A-Way Bleachers
222	American City Bureau Fund Raising	266	Given Garbage Disposer
223	Manley Snack Bar Plan	267	Rowles Desk-Chair Unit
224	Wasco Flashing Skydomes	268	Rohm & Haas Plexiglas Skylights
225	Brunswick Flexible School Chair	269	Oneida School Bus Body
226	Brunswick Versatile, Flexible, Classroom Cabinets	270	Ideal Milk Dispenser
227	Brunswick Versatile School Desks	271	Haldeman-Homme Fold-A-Way Table With Benches
228	Huntington Seal-O-San Floor Finish		
229	Delta School Shop Layout Book		
230	Kimble Toplite Roof Panels		
231	Johns-Manville Acoustical Tiles		
232	Heinz Tomato Products		
233	Schieber Folding Table and Bench Equipment		
234	Matico Asphalt Tile Flooring		
235	Westmoreland School Chairs		
236	Pittsburgh Color Dynamics		
237	1954-55 Edition of AMERICAN SCHOOL & UNIVERSITY		
238	Mississippi Glass For School Building		
239	American Bitumuls Laykold Tennis Courts & Playgrounds		
240	Multi-Clean Floor Waxes		
241	Haws Deck Type Drinking Fountains		
242	Singer Combination Sewing and Cutting Table		
243	Nelson School Wardrobe		
244	Hunt Boston Pencil Sharpener		
		272	Fort Howard Toilet Tissues
		273	Technical Service DeVrylite Projectors
		274	Geerpres Map Wringer
		275	Ford School Bus Safety Chassis
		276	Bradley Sanitary Wash Fixtures
		277	Lexit Floor-Laying, Chalkboard and Acoustical Systems
		278	Carolina Vacuum-Powered Stop Signal
		279	Dudley Combination Padlock
		280	Johnson's Spot-Resistor Floor Wax
		281	Natural Slate for Building
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		284	Automatic Soundview Projectors
		285	Ward Safeguard School Bus
		286	Thompson Servisafe Bracket Units
		287	Ditto Liquid Duplicator
		288	Steber Floodlights
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		291	Peterson Laboratory, Library, Vocational and Home Making Furniture
		292	Radiant Projection Screens
		293	Rolscreen Wood Folding Doors
		294	Monroe Bookkeeping Machine
		295	Ajusto Typing Chairs and Tables
		296	Snyder Steel Bleachers
		297	Westinghouse Micarta Furniture Tops
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 326 Rauland School Sound Systems
 327 Mayline Classroom Furniture
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 329 Detroit Adjustable Lectern
 330 Midwest Folding Tables
 331 American Standard Floor Mops
 332 Pabco Mastipave Floor Covering
 333 Apco Pencil Sharpener
 334 Johnson Super-Banded Table Tops
 335 Goldblatt Free Tool Catalog

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- 336 Neubauer Gym Basket Rack
 337 National Combination Locks
 338 Holden Book Covers
 339 Monroe Folding Banquet Tables
 340 Western Waterproofing System
 341 Allied Radio Hi-Fi Booklet
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 344A Mitchell Folding Stands
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 359 Hussey Steel Portable Stands
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 361 White Floor Cleaning Equipment
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 363 Tatem Surf Club in Miami Beach
 364 Stacor Drawing Table
 365 Draper Darkening Shade for Wide Windows
 366 Hotel Shelton, Abbey Hotel, King Edward Hotel
 367 United World New Educational Filmstrips
 368 Newcomb 3-Speed Transcription Player
 369 Daintee Pana-Math Counting Frame
 370 Norris Milk Dispenser

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- 371 Hotel Royaltan
 372 Luxem Folding Tables
 373 Duparquet Kitchen Equipment
 374 Talerton Industrial Arts Equipment
 375 Brillo Floor Pads
 401 Brunswick-Balke Classroom Cabinets
 402 Smithcraft Lighting Fixture
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 426 Porter-Cable Belt Sander
 427 Handling Devices Floor Machine
 428 Rek-O-Kut 12" Record Turntable
 429 Rilco Laminated Wood
 430 Audio-Visual Research Phonograph-Earphone Unit
 431 Mitchell Luminaires
 432 Celotex Ceiling Panels
 433 Arco Drawing Stand
 434 Universal Peel Trap Base
 435 Fuller Detergent
 436 Virco Folding Chair
 437 Seco Hot Food Storage Unit
 438 Monroe Automatic Calculator

AUDIO-VISUAL AIDS

- 501 Jam Handy Farm Animals Filmstrips
 502 Films of the Nations Florida Key Films
 503 S.V.E. Catalog Supplement
 504 Vray Film on Wood
 505 Museum Filmstrip Catalog
 506 Films of the Nations Film on Sweden
 507 Walt Disney Films
 508 Post Catalog

MANUFACTURERS' CATALOGS

- 509 Finnell Floor Maintenance
 510 Nor-Lake Beverage Cooler
 511 Crescent Food Handling Equipment
 512 Ingram-Richardson Architectural Panels
 513 G. E. Stage Lighting Switchboards
 514 Kewanee-Ross Steel Boilers
 515 Superior Electric Luxtrol Light Control
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 520 Michel & Pfeiffer Aluminum Sliding Windows
 521 Zurn Kitchen Products

THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y.

February, 1955

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296
 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320
 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344
 344A 345 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368
 369 370 371 372 373 374 375 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417
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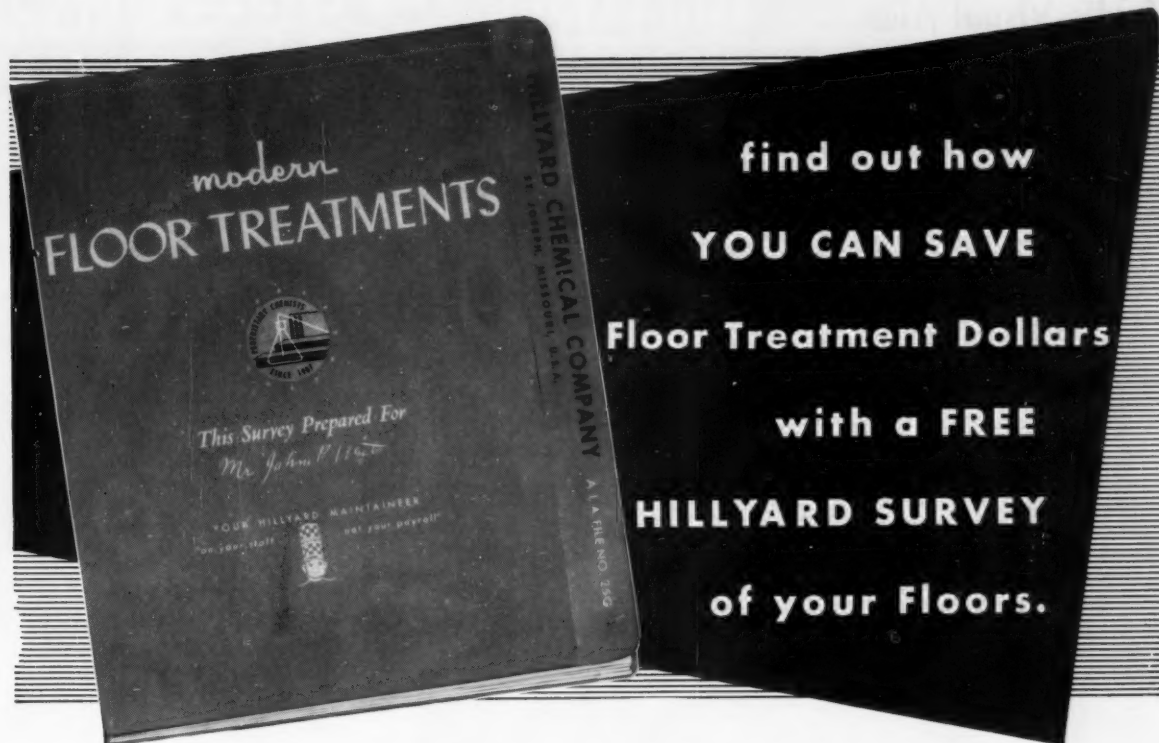
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Audio-Visual Aids

SE-501 Farm Animals

The Farmer's Animal Friends. Primary-grade children will develop a basic knowledge of farm animals through color photographs in these six new filmstrips. The films visualize the visit of two youngsters to their uncle's farm. Each filmstrip shows the everyday life of one of the familiar farm animals. The children see how these animals care for their young, what they eat and where they live. They see how the animals help us and how the farmer cares for them. Captions are informative but brief and the realistic color photographs aid in identification of the different animals. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-502 Florida Key

Birth of a Florida Key. This is a story of the Florida Keys, that unique chain of 700 islands extending into the Caribbean Sea, each one the original creation of bush and bird. An everchanging panorama of nature in action, this revelation of the Keys affords an intimate and colorful lesson in ecology, the study of the mutual relationships between organisms and their environment. 16mm sound, 14 minutes, color or B&W. FILMS OF THE NATIONS DISTRIBUTORS, INC., 62 W. 45th St., New York 36, N. Y.

SE-503 Catalog Supplement

The addition of a 4-page supplement to the current S.V.E. Educational Catalog now brings this issue completely up-to-date. The supplement is an integral part

of the Catalog, as it occupies the center spread. Illustrations and descriptive copy cover all the filmstrip additions to the S.V.E. library since the original catalog was released last year. In addition, all educational filmstrip productions now in various stages of production which will be released between now and April 15, 1955 have been included. SOCIETY FOR VISUAL EDUCATION, INC., 1345 Diversey Parkway, Chicago 14, Ill.

SE-504 Use of Wood

Coming Out of The Woods. 16mm Free loan, sound, color & B&W. This film, produced for the Timber Engineering Co., tells of the important developments in the use of wood in the building of homes, schools, churches, etc. Primarily, the film shows what research by the Timber Engineering Co. laboratories has accomplished in the more extensive and practical utilization of wood. Outdoor storage of bulk-piled lumber is shown. BRAY STUDIOS, INC., 729 Seventh Ave., New York 19, N. Y.

SE-505 Museum Filmstrips

Catalog of Museum Filmstrips. Illustrated with frames from the filmstrips, this 20-page brochure lists 32 filmstrips and explains the Museum Filmstrip Club Plan. Each listing gives a brief description of the filmstrip, number of frames and price. A coupon is included for joining the Museum Filmstrip Club. MUSEUM EXTENSION SERVICE, 10 E. 43rd St., New York 17, N. Y.

SE-506 Sweden

Sweden's Future Artisans. 16mm sound, 14 minutes, color or B&W. This enjoyable film shows Swedish elementary school children engaged in creative activities. They are being trained to employ available raw materials and to acquire the mastery of the Swedish artisan. Open-air gymnastics for sound body and vocational training are embodied in the early education of Swedish children. FILMS OF THE NATIONS DISTRIBUTORS, INC., 62 W. 45th St., New York 36, N. Y.

SE-507 Walt Disney Films

School audio-visual libraries eligible to acquire Walt Disney 16mm educational subjects under the studio's lease/purchase arrangement may now avail themselves of a deferred payment plan. Payments may be spread over a three-year period with no interest or carrying charges added. Full information is available from WALT DISNEY PRODUCTIONS, 16mm Div., Burbank, Calif.

SE-508 New Catalog

Post 18th Edition. This new catalog of 16mm sound films lists Post's largest selection of films available, with price quotations noted. Numerous feature films are listed along with westerns and short subjects. Each listing gives a brief description of the filmstrip and number of frames. POST PICTURES CORP, 115 W. 45th St., New York, N. Y.

ADVERTISEMENT

SE-263



IN 1/3 THE USUAL TIME, this Tennant floor machine dry-waxes and polishes school floors in one operation.

New Type Floor Machine Cuts Floor Maintenance Costs 35% to 82%

Schools can expect to save from 35% to 82% in maintenance costs with a new type floor machine displayed at the Atlantic City school show.

The machine uses an exclusive dry-waxing and polishing technique for fast, low-cost renewal and maintenance of wax coatings on school floors.

A typical hallway, for example, can be rewaxed and polished in 1/3 the usual time by this method, it is said.

A 16" revolving brush (or steel wool roll) applies a thin, even coat of dry,

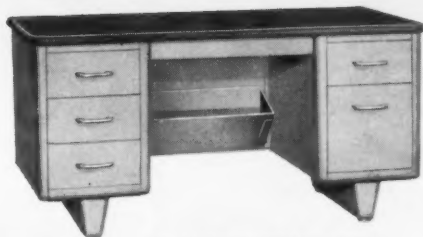
slip-resistant wax to floor—instantly buffs it to a high, wall to wall gloss, free from swirl marks or rings. Use of this machine eliminates the need for frequent scrubbing, saves up to 79% annually in wax costs.

The machine also has 8" and 16" accessories for steel wool buffing, polishing, sanding and other operations.

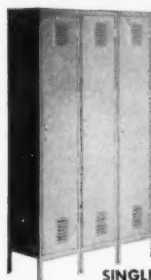
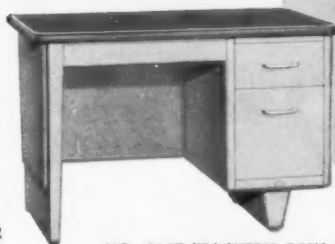
For more information about this versatile new floor machine, write to the G. H. TENNANT COMPANY, 2540 No. 2nd St., Minneapolis 11, Minn.

SMARTLY-STYLED SCHOOL FURNITURE...

RUGGEDLY-BUILT SCHOOL LOCKERS!



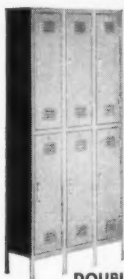
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SINGLE-TIER
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NO. 6647 TEACHER'S DESK



More and more, schools are turning to ASE for all their office and classroom furniture. They know that ASE equipment means lasting beauty . . . longer life . . . that ASE builds to the highest standards of quality. Here, truly, is beauty with a purpose. Stylite tan finish to match your school-room furniture. Ask about the entire ASE line. You'll find school office furniture and lockers for every purpose.

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UTILITY CHAIR

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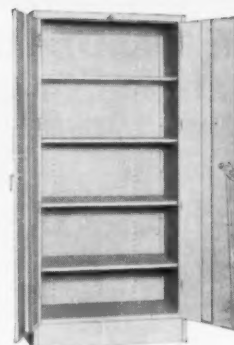
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TIER LOCKERS

NO. 5401 FILE

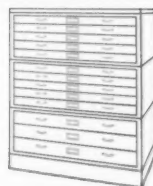
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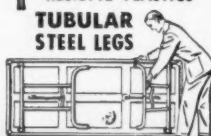


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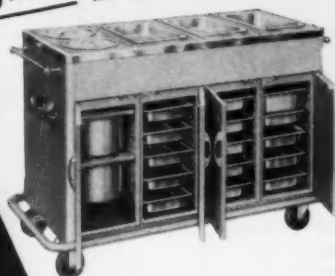
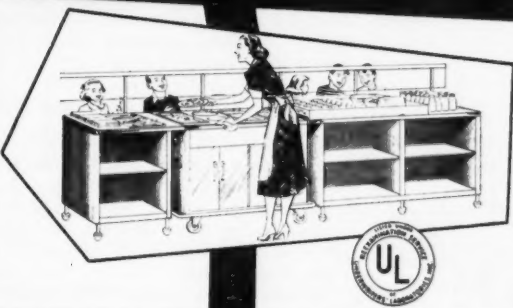
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Mendocino State Hospital
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Vacaville, Calif.
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SE-374

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TA-2 Two Student Art Table

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THE TOLERTON CO.
P.O. Box D 658 Alliance, Ohio

February, 1955

SE-375

For INEXPENSIVE FLOOR UPKEEP

Hard-working Brillo solid-disc floor pad cleans the whole area it covers. All of the pad works—saves time... saves labor—saves money. Four grades are available for scouring, wet and dry cleaning, buffing and polishing. Sizes for all machines.

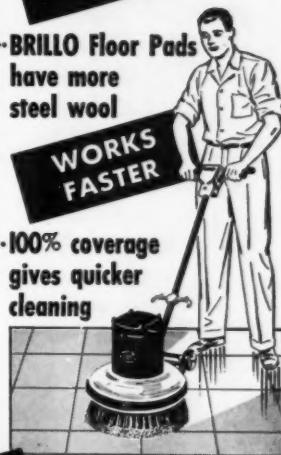
For free folder on low-cost Brillo floor care, write to Brillo Mfg. Co., Dept. S, 60 John St., Brooklyn 1, N.Y.

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have more
steel wool

**WORKS
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...100% coverage
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SOLID-DISC STEEL WOOL
FLOOR PADS



Manufacturers' Catalogs

SE-509 Floor Maintenance Equipment

Finnell Scrubbing, Waxing, Polishing . . . This four-page brochure lists the numerous scrubbing, waxing, polishing and mopping equipment featured by Finnell. Illustrated are the combination scrubber-vac machines, conventional scrubbing-polishing machines and steelwool pads and applicators. The mopping equipment includes mop trucks, mops, mop sticks, vacuum cleaners, water absorber and carryalls. A section of the folder lists packaging information on Finnell waxes, sealers, and cleansers. FINNELL SYSTEM, INC., 3100 East St., Elkhart, Ind.

SE-510 Beverage Cooler

The large capacity and compact size of the Nor-Lake SD-52 sliding door beverage cooler is described in a recently published catalog sheet. The illustrated literature lists advantages, capacities and other specifications of the cooler. The self-contained unit features a 1/5 H.P. sealed compressor, adjustable temperature control, high density fiberglass insulation and vapor sealed construction of welded steel, heavy gauge galvanized liner, copper tubing and stainless steel sliding doors. NOR-LAKE, INC., Dept. HB, Hudson, Wis.

SE-511 Food Handling Equipment

Cres-Cor Food Handling Equipment. Catalog No. 201-A. Reduced labor costs, improved sanitation, and space savings fea-

tures are outlined in the new Cres-Cor catalog. Fully illustrated, the brochure offers full details on sizes, models, construction features, weights, prices and ordering data. It points out how Cres-Cor equipment is easy to clean and highlights a special 30-day free trial offer on all standard food handling equipment in the line. CRESCENT METAL PRODUCTS, INC., 18901 St. Clair Ave., Cleveland 10, Ohio.

SE-512 Porcelpanels

Catalog No. 1154. Architectural porcelain enameled steel or aluminum, is the subject of a new 12-page brochure just published. Designed to assist the architect in specifying building walls or wall facings of porcelain enamel, the brochure includes illustrations and architectural details for a number of buildings; specifications for porcelain enameled steel and aluminum; data on color, finishes and other properties; and a series of typical construction details. INGRAM-RICHARDSON MFG. CO., Beaver Falls, Pa.

SE-513 Stage Lighting Switchboards

Catalog No. GEA-6168. A new bulletin covering stage lighting switchboards has just been released by the Distribution Assemblies Department of General Electric. Printed in two colors and containing 24 pages, this new bulletin describes various types of switchboards that are available. It explains the operation of these switchboards and the lighting effects accomplished by each. As a convenience, typical specification sheets are included in a pocket on the inside back cover for easy removal and use. GENERAL ELECTRIC CO., Advertising and Sales Promotion, Plainville, Conn.

SE-514 Steel Boilers

Catalog No. 80. Kewanee-Ross announces a revised edition of their 32-page general catalog, No. 80 for 1955. The alphabetical index, illustrations and tables are arranged to provide smooth, easy-to-read reference data from cover to cover. Included is the latest complete information on the entire line of Kewanee high and low pressure steel boilers. Full descriptions and illustrations are listed of water heating products, both direct fired and storage types, as well as indirect water heating coils. Pages on boiler support brackets, structural steel suspension and induced draft fans for Kewanee Boilers as well as pictures of typical Kewanee boiler installations complete this technical manual. KEWANEE-ROSS CORP., Kewanee, Ill.

SE-515—Luxtrol Light Control

SE115419. This bulletin, just released, tells of the new, simplified, low-cost method which has been developed for controlling the light intensity of rapid start fluorescent lamps. Luxtrol Light Controls, manufactured by The Superior Electric Co., are used in conjunction with ballasts designed for the application. This is a new and simplified means to vary light output using standard 40 watt fluorescent lamps without the necessity of electronic tubes. THE SUPERIOR ELECTRIC CO., Bristol, Conn.

SE-265

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ONE ROW OR ENTIRE BLEACHERS
CAN BE EXTENDED FOR USE

BERLIN Ez-A-Way Bleachers have no moving parts except the knife braces and the wheels . . . bleacher weight is distributed evenly by wheel spacings . . . once installed they require no maintenance to keep in operation. New built-in-design never before realized in mechanical folding bleachers, BERLIN Ez-A-Way Bleachers are sturdy and rugged enough to withstand modern day usage . . . satisfaction unconditionally guaranteed.



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will SET UP EASIER
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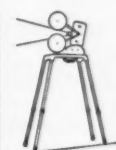
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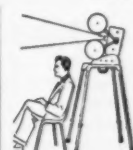
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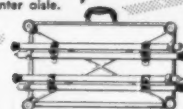
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to clear heads
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where there is
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SE-350



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SUBTRACT	MAINTENANCE COST

*Deluxe Model 24 Shown

ADVANCE SPEEDBOY Floor Maintenance Machine

Gives you complete floor maintenance—Scrubbing, Waxing, Polishing, Steel Wooling, Shampooing.

One man with a Speedboy can maintain a larger floor area better than can several men with old fashioned hand methods or outmoded equipment.

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ADVANCE Floor
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"Manufacturers of a complete line of outstanding floor and rug maintenance machines for more than 25 years."

SE-351



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SE-352

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Removes and prevents lime on dish machines, dish tables, steam tables, bain-maries, glassware, and miscellaneous stainless steel equipment. Organic acid detergent, harmless to hands. Simple, effective to use.

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SE-347



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Write for complete descriptive literature.

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SE-348



PROTECTING School Children is our business

One way to reduce school ground casualties is to surround play areas with a Stewart Chain Link Wire or Iron Picket Fence. For complete details write for catalog. Please mention whether you are interested in wire or iron fence. Stewart also produces many other wire and iron products for schools. Information on these items sent on request.

THE STEWART IRON WORKS CO., INC.
2259 Stewart Block, Cincinnati 1, Ohio
Experts in Metal Fabrications
since 1886



Stewart Chain Link Wire Fence is made in several styles.

Stewart Iron Fence is made in plain and ornamental iron.

Stewart

IRON and WIRE
FENCES

SE-349



STRETCH YOUR SCHOOL LUNCH BUDGET DOLLAR WITH "AerVOID" HOT FOOD, SOUP AND LIQUID CARRIERS

Present-day costs of kitchen equipment and labor for every school in a school system quickly play havoc with school lunch budgets.



The answer is "More centralized food production," saving the expense of duplicating food production setups in a number of locations.

Centralized production and distribution of hot foods and liquids is today "established practice," made so by AerVOID vacuum insulated hot food and liquid carriers which provide a practical and economical means for serving a number of different schools with hot foods from one centralized location.

You can "stretch your budget dollars" with AerVOIDs. Our food consultants will help you with suggestions without cost.

Circular SE-10 tells exactly how one city's schools saves money with AerVOIDs. Write for your copy today. No obligation.

Vacuum Can Company

19 South Hoyne Avenue Chicago 12, Illinois



Manufacturers' Catalogs

SE-516 Fluorescent-Lamp Ballasts

Catalog No. 31-F-21. Just published is a 12-page, two-color catalog of Starring & Company's fluorescent-lamp ballasts, featuring reproductions of the Electrical Testing Laboratories' reports on ballast characteristics as required for certification by the Certified Ballast Manufacturers, of which the Starring Co. are members. In addition to the ETL reports on the Certi-

fied Ballasts, complete electrical and physical data are given on representative units in the line. STARRING & COMPANY, INC., 1600 Seaview Ave., Bridgeport 8, Conn.

SE-517 Floor Machines

2 Minutes to Solve a Year-Round Problem. Floor machines, vacuums and heavy-duty blowers are described in this brochure published by the Premier Co. Complete information is listed on the company's heavy-duty Master Vac line, all-purpose floor machine and portable floor machine. Details of Premier attachments for the machines are shown along with informa-

tive copy on floor maintenance economy. PREMIER Co., Dept. KP, 755 Woodlawn Ave., St. Paul, Minn.

SE-518 Metal Compartments

Catalog No. 55-T. The complete line of Mills' toilet compartments, shower and dressing rooms, and shower units is described and illustrated in the 20-page Mills metal compartment catalog for 1955. A special feature is a color chart to aid in color planning. Typical installations of the various types of toilet compartments—Marble-metal Ceiling-Hung, Marblmetal Floor Braces, Sentinel and Metal Flush—are illustrated in attractive two-tone color combinations. Text gives full information on design and construction features, including specifications and detail drawings of typical layouts. Illustrations of all standard hardware and fittings for Mills compartments are also included. MILLS METAL COMPARTMENT Co., Div. of The Mills Co., 965 Wayside Rd., Cleveland, Ohio.

SE-519 School Lighting Booklet

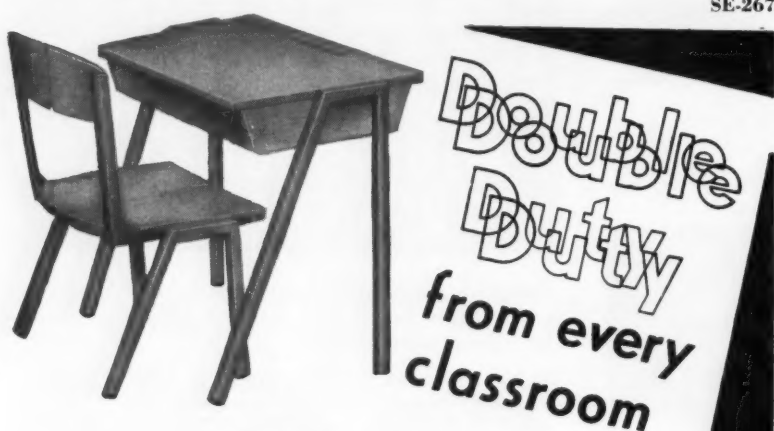
Booklet No. B-4556-B. The ABC's of School Lighting, a 20-page booklet, is available from the Westinghouse Electric Corp. The booklet gives the basic requirements for school lighting systems and describes lighting systems which satisfy these requirements. It discusses both new installations and relighting projects. A tabulation of advantages and disadvantages of alternative lighting plans evaluates each system on the basis of lighting performance, appearance, economics and maintenance requirements. Several lighting layouts illustrate how different lighting systems may be utilized in typical classrooms. WESTINGHOUSE ELECTRIC CORP., P. O. Box 2099, Pittsburgh 30, Pa.

SE-520 Aluminum Sliding Windows

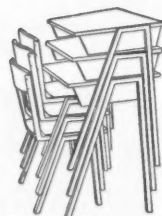
Arislide Aluminum Sliding Windows is a six-page folder describing in detail the new line of Arislide windows. All size windows in the line have nail-in anchor fins eliminating wood surrounds or frames, with a consequent reduction in installation costs. The windows are weatherstripped on all four sides with durable mohair and plastic; double weatherstripping is used at the head. Nylon bottom rollers provide smooth, quiet operation. The sliding unit is easily removable from the inside for washing or replacing glass. MICHEL & PFEFFER IRON WORKS, INC., 212 Shaw Road, South San Francisco, Calif.

SE-521 Kitchen Products

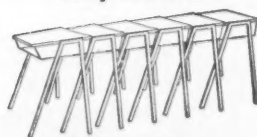
Bulletin 54-7A. More sanitary, easier-to-clean kitchens in school cafeterias by literally clearing the floor of tables, kettles, steamers is described in this new Zurn bulletin. The Zurn system supports these fixtures entirely off the floor, affords quick and easy kitchen maintenance. Actual photographs of this system in use is included, along with illustrations and descriptions of Zurn greaseptors and a selection of floor drains recommended for kitchens. J. A. ZURN Mfg. Co., Plumbing Div., Erie, Pa.



Rowles SPACE-MASTER DESK & CHAIR UNIT



They STACK!



They NEST!

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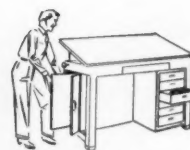
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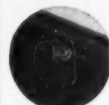
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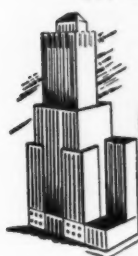
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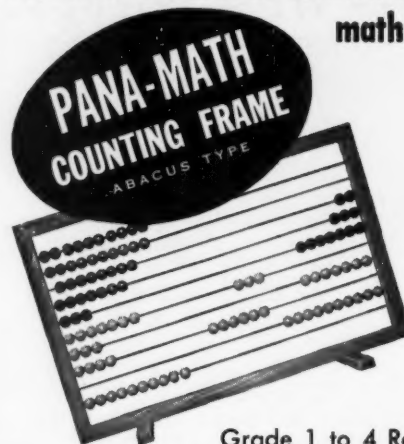
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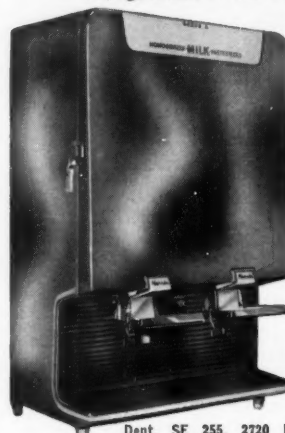
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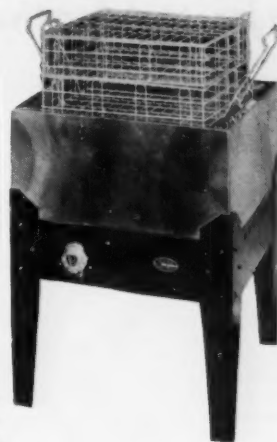
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Index to Advertisers

Acme Chemical Co.	116
Acorn Wire & Iron Works	165
Adams & Westlake Co., The	Bet. 10 & 11
Advance Floor Machine Co.	186
Ajusto Equipment Co.	110
Allied Radio	178
All-Steel Equipment Inc.	181
Aluminum Window Mfrs. Assn.	6
Americana Corp.	4
American Bitumuls & Asphalt Co.	142
American City Bureau	26
American Desk Mfg. Co.	127
American Optical, Instrument Div.	175
American Optical, Projection Div.	126
American School & University	46
American Seating Co.	33
American Standard Mfg. Co.	170
Ampro Corp.	30
Apasco Products Inc.	166
Arso American, Inc.	185
Austral Products Corp.	187
Automatic Devices Co.	154
Automatic Projection Corp.	100

Baker-Roos, Inc.	100
Benjamin Electric Mfg. Co.	23
Berlin Chapman Co.	184
Beseler Co., Charles	153
Bradley Washfountain Co.	94
Breuer Electric Mfg. Co.	143
Brillo Mfg. Co.	183
Brunswick-Balke-Collender Co., The	37-41

Carolina Metal Products	96
Celotex Corp., The	171
Churchill Mfg. Co.	147
Colorado Fuel & Iron Corp., The	152
Colt's Mfg. Co.	156
Connsonata, Div. of C. G. Conn. Ltd.	185
Cram Co., Inc., The Geo. F.	186

Daintee Toys, Inc.	192
Dant and Russell Sales Co.	178
Delta Power Tool Div., Rockwell Mfg. Co.	17
DeLuxe Metal Furniture Co.	8
Detroit Lectern Co.	170
Detroit Steel Products Co.	173
Ditto, Inc.	155
Draper Shade Co., Luther O.	191
Dudley Lock Corp.	96
Duke Mfg. Co.	137

Eagle Lock Co.	150
Empire Furniture Mfg. Co.	144
Excello Corp.	136
Executone, Inc.	13

Febco, Inc.	178
Finnell System, Inc.	140
Fleetwood Furniture Co.	164
Ford Motor Co.	115
Formica Co., The	IFC
Fort Howard Paper Co.	101

Geerpres Wringer, Inc.	92
General School Equipment Co.	10

Given Mfg. Co.	95
Goldblatt Tool Co.	162
Griggs Equipment Co.	34, 35

Haldeman-Homme Mfg. Co.	103
Haws Drinking Faucet Co.	146
Heinz Co., H. J.	42
Heyer Corp., The	112
Heywood-Wakefield Co.	138, 139
Hillyard Chemical Co.	179
Holden Patent Book Cover Co., The	174
Hotel Royalton	193
Hotel Shelton	191
Howe Folding Furniture, Inc.	190
Hunt Pen Co., C. Howard	117
Huntington Laboratories, Inc.	151
Hussey Mfg. Co., Inc.	189

Ideal Dispenser Co.	125
Ionia Mfg. Co.	150

Johns-Manville	107
Johnson Plastic Tops	166
Johnson & Son, Inc., S. C.	119
Johnson Service Co.	IBC

Kewaunee Mfg. Co.	160
Keyes Fibre Sales Corp.	27
Klenzade Products, Inc.	186

Legge Co., Inc., Walter G.	112
Libbey-Owens-Ford Glass Co.	16
Loxit Systems	105
Luminous Ceilings, Inc.	154
Luxem Co., James P.	193

Manley, Inc.	31
Master Lock Co.	158
Mastic Tile Corp. of America	18
Mayline Co., Inc.	158
McArthur & Sons, Geo.	114
Medart Products, Inc., Fred	12
Michaels Art Bronze Co.	168
Midwest Folding Products	170
Mississippi Glass Co.	109
Mitchell Mfg. Co.	182
Monroe Calculating Machine Co., Inc.	161
Monroe Co., The	174
Multi-Clean Products, Inc.	111
Mutschler Brothers	177

National Audio-Visual Assn.	93
National Cornice Works	183
National Dryer Sales Corp.	124
National Lock Co.	162
National School Furniture Co.	157
Natural Slate Blackboard Co.	98
Nelson Co., Inc., A. R.	148
Nelson Div., Herman	128, 129
Nesbitt, Inc., John J.	BC
Neubauer Mfg. Co.	162

Neumade Products Corp.	154
Newcomb Audio Products Co.	192
Norris Dispensers, Inc.	192

Oneida Products Corp.	99
Owens Illinois: Kimble Glass Co. Subsidiary	28, 29

Pabco Products, Inc.	166
Page Fence Div., American Chain & Cable Co.	106
Peterson & Co., Inc., Leonard	106
Pittsburgh Plate Glass Co.	44, 45
Playtime Equipment Corp.	150
Powers Regulator Co., The	24, 25
Presto Recording Corp.	167

Radiant Mfg. Co.	159
Radio Corporation of America, Engineering Products Dept.	90, 91
Rauland-Borg Co.	158
Richards-Wilcox Mfg. Co.	32
Rohm and Haas Co.	97
Rolscreen Co., The	108
Rowles Co., E. W. A.	188
Royal Typewriter Co.	145

Schieber Sales Co.	14, 15
School Interiors Co.	185
Sexauer Mfg. Co., Inc., J. A.	124
Shwayder Bros, Inc.	89, 132
Sico Grandstands, Inc.	118
Singer Sewing Machine Co.	113
Snyder Tank Corp.	110
Society For Visual Education	133
Spencer Turbine Co.	172
Stacor Equipment Co.	190
Steber Mfg. Co.	104
Stewart Iron Works Co., Inc., The	187
Straubel Paper Co.	182
Straus-Duparquet, Inc., Nathan	193
Strong Electric Corp.	149

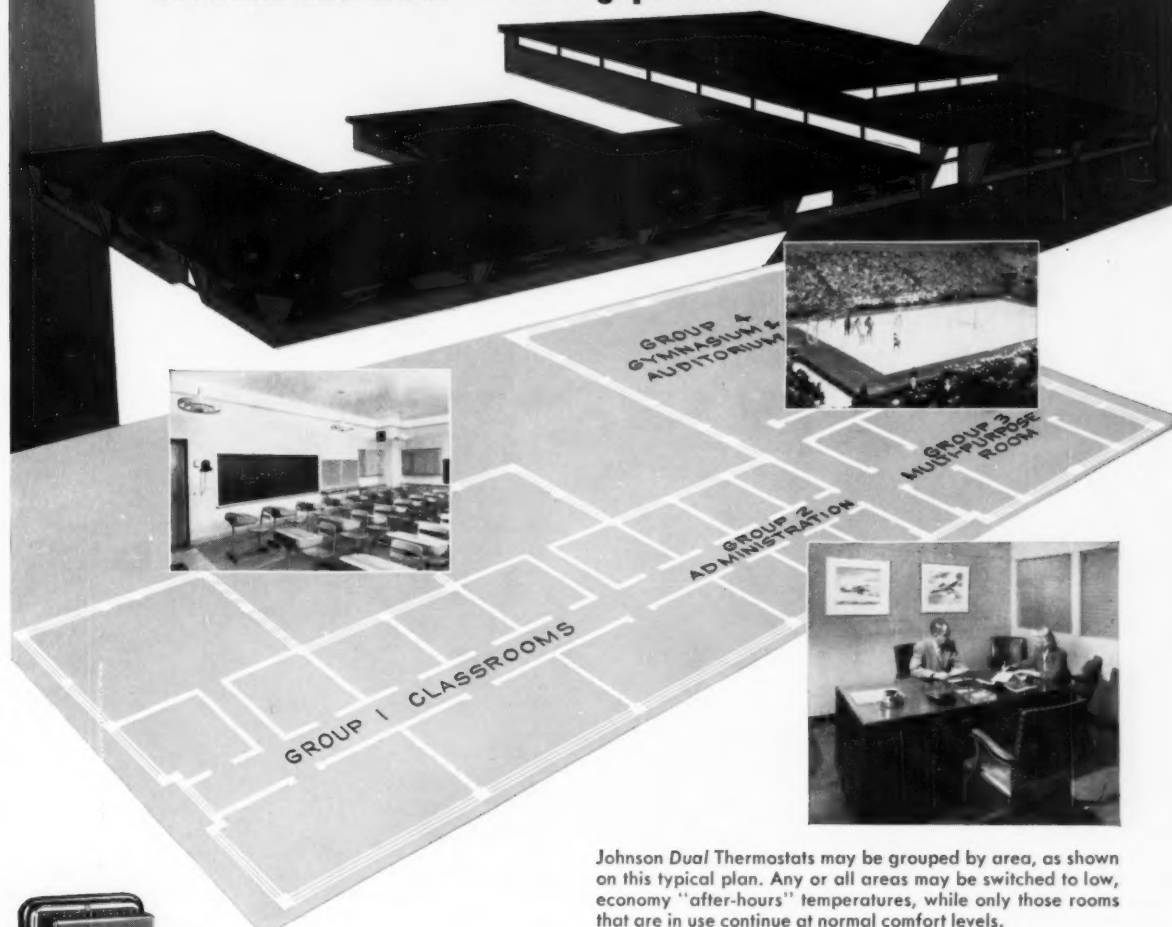
Tatem Surf Club	190
Technical Service, Inc.	92
Tennant Co., G. H.	180
Thompson Electric Co., The	102
Tolerton Co., The	183
Triumph Mfg. Co.	144

U. S. Plywood Corp.	120, 121
U. S. Plywood Corp., Westinghouse Div.	163
U. S. Steel Corp., Cyclone Div.	131
U. S. Steel Corp., Agricultural Extension Section	144
United World Films, Inc.	191
Universal Industries	176

Vacuum Can Co.	187
Vogel-Peterson Co.	189

Ward Body Works, Inc.	123
Wasco Flashing Co.	36
Wenger Music Equipment Co.	114
West Disinfecting Co.	169
Western Waterproofing Co.	174
Westinghouse Electric Corp., Consumer Service Dept.	134
Westmoreland Metal Mfg. Co.	43
White Mop Wringer Co.	189

here's the solution to "AFTER-HOURS" heating problems...



Johnson Dual Thermostats may be grouped by area, as shown on this typical plan. Any or all areas may be switched to low, economy "after-hours" temperatures, while only those rooms that are in use continue at normal comfort levels.



How are you handling the "after-hours" heating problem created by extra-curricular student activities and neighborhood group meetings in your school? Heating an entire building when it is only partly occupied wastes tremendous amounts of fuel *that you could just as well be saving!*

The answer is a modern *Dual* System of Johnson Automatic Temperature Control. Briefly, here's how it works:

During regular school hours, a Johnson *Dual* Thermostat in each room automatically maintains every space at the ideal comfort level. When classes are over, each group of *Dual* Thermostats in the building may be reset, from a central control panel, to operate at *reduced, non-occupancy temperatures*.

In those rooms which continue in use, merely pressing the button on the *Dual* Thermostat restores them to normal occupancy temperatures, *without changing the economy settings of the other thermostats*. Think of the fuel savings!

Johnson *Dual* Control offers the finest in modern room-by-room temperature regulation—and at the lowest possible operating cost. Heating only the occupied rooms quickly saves enough fuel dollars to pay for the cost of the entire system!

But that's only part of the story. Whether you are planning a new school or modernizing an existing one, have an engineer from a nearby Johnson branch explain, without obligation, how these and other money-saving advantages of *Dual* Control can be applied to your problems.

JOHNSON CONTROL

TEMPERATURE ↓ AIR CONDITIONING

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I'd like more facts. Please send me your new folder, "How Johnson Dual Control Solves the After-Hours Heating Problem in Schools."

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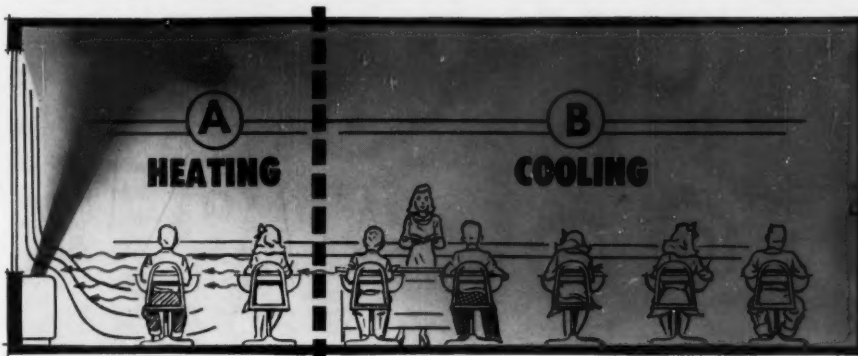
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Classroom Thermal Comfort Is TWO Problems

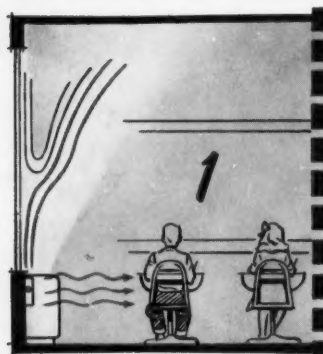
In fully occupied classrooms a common requirement of the unit ventilator is for air cooler than the desired room temperature, to prevent the discomforts of overheating.

At the very same time, in frigid weather, large window areas may be like a wall of ice, robbing radiant heat from pupils' bodies and creating cold window downdrafts.

The unit ventilator alone cannot simultaneously provide cool air for ventilation and heated air for cold surface protection. The two needs require separate treatment.

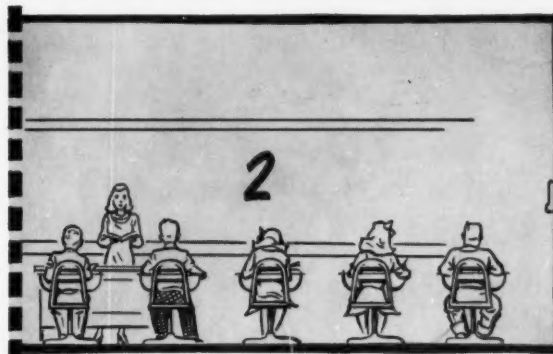


On cold days large windows demand heat long after the classroom requires cooling.



Wind-o-line solves problem A

NESBITT
solves
BOTH
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separately



—and the Syncretizer more readily solves problem B.

Wind-o-line convector-radiation all along the exposed wall or windows provides heat as long as required for cold surface protection.

Now the Syncretizer ventilating unit can function with a lower room thermostat setting, adding or removing heat as needed to maintain balanced thermal comfort—ideal work conditions for all pupils—at the lowest operating cost.

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